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ABSTRACT

This booklet is one of five in the Peace Corps (PC) Programming and Training Guidelines collection that provides agency-wide programming and training guidance for PC staff and project partners. It shows how to design and implement a monitoring and evaluation (M&E) plan for PC projects. Chapter 1 provides an overview of M&E, including what they are and who does them. An example of an M&E plan shows how a plan summarizes the overall focus of project M&E, methodology and timing, implications for training, and reporting and use of results. Chapter 2 on developing and implementing an M&E plan shows the steps involved. An M&E planning worksheet is provided. The following chapters in the booklet walk the reader through the steps to completing and implementing an M&E planning worksheet. Each chapter presents a portion of a completed worksheet. Chapter 3 focuses on reviewing the project framework. Chapter 4 addresses identifying information needs, including what questions to ask, selecting indicators, and working with project partners. Chapter 5 discusses collecting and analyzing data, including sources, data collection methods, and training for M&E. Focuses of Chapters 6 and 7 are using M&E results and conducting formal project evaluations. Appendixes include examples, sample instruments, acronyms, glossary, and index. (YLB)

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Booklet 4
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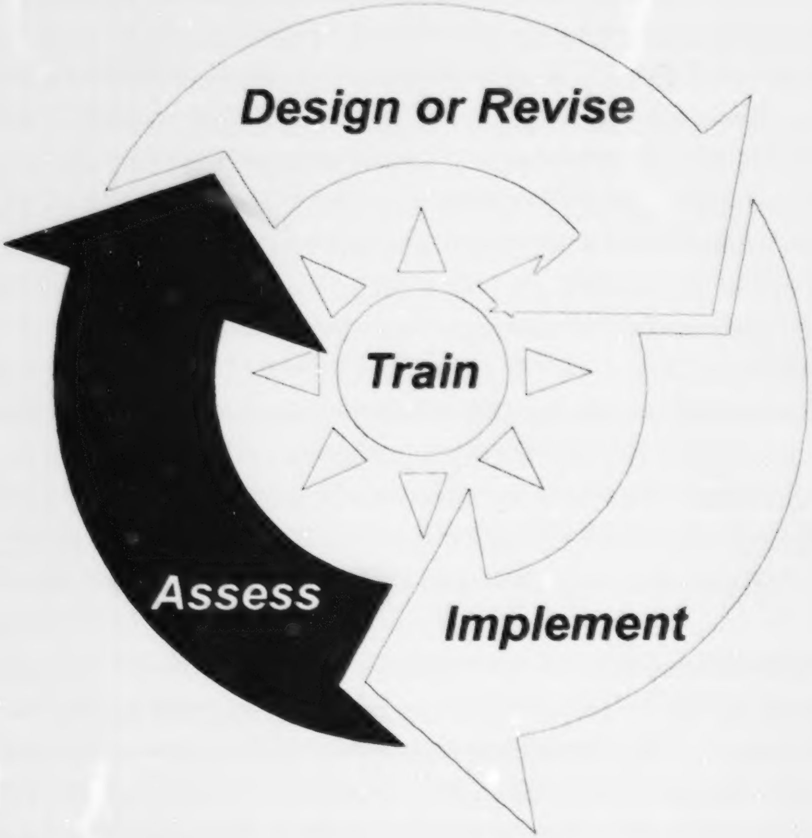

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Programming and Training
Booklet 4
How to Assess a Project

Peace Corps
November 2001

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Preface

The Peace Corps Programming and Training Guidelines is composed of 6 Booklets. The booklets provide agency-wide programming and training (P&T) guidance for Peace Corps staff and project partners.

Booklet 1: Programming and Training: The Basics is an overview of the Peace Corps' approach to P&T.

Booklet 2: How to Design or Revise a Project offers a step-by-step approach for designing or revising a project, beginning with analyzing the situation in a country and ending with a complete project plan.

Booklet 3: How to Integrate Second and Third Goals Into Programming and Training provides ideas on how to integrate the Peace Corps' cross-cultural second and third goals into programming and training.

Booklet 4: How to Assess a Project shows how to design and implement a monitoring and evaluation plan.

Booklet 5: How to Implement a Project provides guidance, tips, and tools to use in implementing a project including information on site development, how to train and support Volunteers, and the agency's planning and budgeting system.

Booklet 6: How to Integrate Programming and Training offers guidance on how to effectively develop training that supports programming goals.

The Peace Corps first developed agency guidelines for programming and training through the production of the Programming and Training System (PATS) in 1990. In response to feedback from posts, numerous field and headquarters staff revised and updated the publication. The Peace Corps gratefully acknowledges the contributions of everyone who participated in the development and production of this manual.

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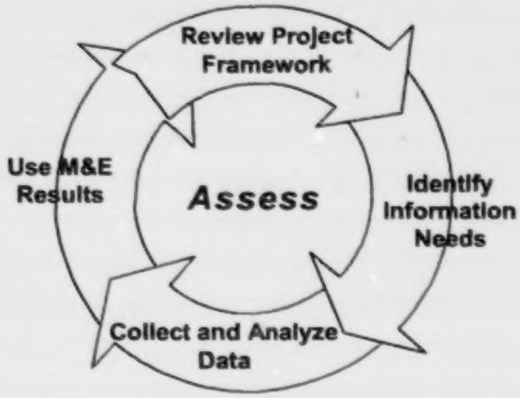
Introduction



This booklet illustrates how to monitor and evaluate Peace Corps projects. All staff involved in programming should find it useful and applicable to their work. It describes how to plan and implement monitoring and evaluation (M&E), by building on and improving current Peace Corps M&E practices. It also contains a section of tips and tools that provides examples, sample instruments, and a glossary that defines M&E terms within the Peace Corps context.

A tremendous amount of project assessment currently takes place throughout the Peace Corps. This is evident through the Volunteer reports, site visit summaries, project and program reviews, and the hundreds of Project Status Reports (PSRs) completed every year. The aim of this booklet is to provide tools that help programming staff make their project-related work easier and current M&E efforts more systematic and meaningful.

Overview of Monitoring and Evaluation

What are Monitoring and Evaluation?

Both monitoring and evaluation are important management tools that help us learn from projects in order to improve them and to better design future projects.

Monitoring is an ongoing process that answers the question, How are we doing? Typically, monitoring provides indications of progress in achieving project objectives. In the Peace Corps this means monitoring major Volunteer activities and their results or outcomes. Monitoring allows us to improve project design, implementation methods, and quality of results. All Peace Corps projects should include an effective monitoring component.

Evaluation is generally done at a particular point in time, such as in the middle or at the end of a project, often with the assistance of an external evaluator. It generally answers in greater depth the question, What differences can we see as a result of our efforts? It often assesses the overall value of a project and may focus more on long term impact at the project goal or purpose level. Because of project needs or limited resources, not all Peace Corps projects undergo full evaluations.

Steps to Developing and Implementing a Monitoring and Evaluation (M&E) Plan

There are four steps to developing and implementing an M&E plan:

1. *Review the project framework*
2. *Identify information needs*
3. *Collect and analyze data*
4. *Use the M&E results*

This booklet provides an example of a final M&E plan and then provides guidance on how to go through each of the four steps. This booklet also includes sample tips and tools in an appendix, including sample Volunteer report forms and sample indicators.

NOTES FROM THE FIELD

M&E in a Peace Corps project

"The monitoring process is viewed as a decisive factor in enabling the PC/Ukraine TEFL project to contribute to English language education in Ukraine. It includes quarterly reports from Volunteers, feedback from counterparts, site visits, participation of the staff and Volunteers at various conferences, Peace Corps workshops for counterparts, meetings with Ministry of Education representatives and their involvement in Peace Corps trainings. All these activities help us decide new programming strategies, raise professional standards of Volunteer performance and ensure Peace Corps involvement in the national educational process."

–Tatiana Gaiduk, Regional Manager, PC/Ukraine

> Remember that monitoring and evaluation are tools – they are a means to an end, not ends unto themselves.

Monitoring and evaluation are different but interrelated processes. Much of this booklet can be applied to designing and implementing both monitoring and evaluation systems.

For this reason, the terms monitoring and evaluation or M&E are often used together. However, the primary goal of this booklet is to help programming staff plan and implement feasible and useful project monitoring systems.

The focus of monitoring in the Peace Corps is primarily on two things:

- **Capacity Building**- In its approach to development, the Peace Corps helps to build the capacities of individuals, service providers, organizations and communities to identify and address their own needs. As this is a major thrust of Peace Corps work, monitoring efforts need to capture how many and in what ways individuals, service providers, organizations, and communities are involved in Peace Corps activities. All projects are to report this information in their annual Project Status Report (PSR).
- **Project Objectives** - Under the Peace Corps' revised programming and training guidelines, projects are based on project frameworks that chart the way from a broad vision (purpose), to general areas of change (goals), to the specifics of what Volunteers and community partners accomplish (objectives). Specifically, objectives describe Volunteers and community partners' planned activities and the desired changes or outcomes resulting from those activities. Peace Corps monitoring efforts should focus on assessing project objectives and answer at a minimum: What project activities were conducted and what are the results or outcomes of those activities? Some projects with well-established M&E systems may assess project goals or impact as well; however, this is not expected of all projects.

Who Does Monitoring and Evaluation?

While project M&E are primarily the responsibilities of the Associate Peace Corps Director (APCD) or Program Manager, they also require the participation of project stakeholders. Advantages of participatory M&E (PM&E) include:

- more relevant and better quality information
- results used more by stakeholders
- greater ownership of the project by participants
- participants develop M&E skills

To realize these advantages, stakeholders should be actively involved in the various stages of M&E, including planning, data collection and analysis, and using the results. However, depending on project circumstances, not all stakeholders are involved all the time, and different stakeholders may be involved in different ways. For example, community members might help determine appropriate indicators of success. Yet, because of the sensitive nature of certain questions, community members may not conduct the interviews themselves.

HELPFUL HINTS

Stakeholders

The term "stakeholder" refers to individuals or groups of individuals who either affect or are affected by a project. In a Peace Corps project, this typically includes community members, community partners or counterparts, supervisors, host-country agency partners, development cooperation agencies, external donors, Volunteers, post programming and training staff, and Peace Corps headquarters staff.

To conduct participatory M&E, it may be helpful to form a PM&E team. Members of the team should be representatives of major stakeholder groups, with one or two people designated as coordinators. The selection of team members depends on their interests, skills, relationship to the project and availability. Additional members with different specialties and skills can be added as needed. The PM&E team may be a subset of your project advisory committee (described in *Booklet 2: How to Design or Revise a Project*), or a similar group. The major tasks of the PM&E team are to help plan and implement monitoring or evaluation efforts.

NOTES FROM THE FIELD

Benefits of Participatory Monitoring and Evaluation

The Water and Sanitation project in Kenya has found that conducting project reviews in community settings motivates communities and Volunteers to participate more in the project. Participatory project reviews also serve as effective "reality checks" for the Volunteers, as well as provide a way to publicize Volunteers' services and activities.

–Water and Sanitation PSR,
PC/Kenya

The Monitoring and Evaluation Plan

A monitoring and evaluation (M&E) plan is a critical component of every project plan (see *Programming and Training Booklet 2: How to Design or Revise a Project* for more information on project plans). Just as project frameworks and task analyses help guide project and training activities, respectively, M&E plans help guide project monitoring and evaluation efforts.

It is very important to plan M&E activities in advance. Although this takes time at the beginning, it will ultimately make project management and implementation easier. Planning also creates opportunities for a participatory approach to M&E activities. Since ideally we do not do Peace Corps projects per se, but rather projects which are collaboratively owned by communities and project stakeholders, these stakeholders must also be Involved In M&E planning. An additional advantage to M&E planning is that it results in a short document that can be easily communicated to Volunteers and project partners.

An M&E plan summarizes the following:

- The overall focus of project monitoring and evaluation
- Methodology and timing
- Implications for training
- Reporting and use of results

M&E plans also contain a table which summarize key M&E actions to be taken, when, and by whom. This table makes it easy to communicate key M&E activities and roles with project stakeholders.

The following is an example of an M&E plan.

Peace Corps Morocco Maternal Health Project

Monitoring and Evaluation Plan

Overall Focus of Project Monitoring

All project objectives, including major activities and outcomes, will be monitored throughout the life of the project. Project monitoring will focus on answering the following questions:

- Have the health clinics that Volunteers are working with developed and implemented strategic plans to provide health education to women? Why or why not?
- Has there been an increase in women attending the clinics? Why or why not?
- How many health service providers, including community decision-makers, nurses, traditional birth attendants (TBAs) and female community volunteers, have been trained in women's health and maternity care issues? Why?

- Of the health service providers trained, how many are now providing better support or services in either the clinics or communities? Why?

Methodology/Timing

- To address the first two questions, Volunteers and community partners will collect and review baseline information on the strategic plans during their first three months of assignment and on a quarterly basis thereafter. Volunteers and community partners will also review clinic attendance records and interview clinic directors on a quarterly basis. Volunteers will report this information to the APCD in the appropriate quarterly report.
- To address the third and fourth questions, Volunteers will keep and review training attendance records and conduct simple, interactive pre and post-tests. Within three months of the relevant training events, Volunteers and community partners will carry out interviews with and observe nurses, community decision makers, traditional birthing assistants, and female community volunteers, and conduct a simple survey of new mothers. Volunteers will summarize attendance records, test results, interviews and observations to the APCD in the relevant quarterly report.

Implications for Training

- Volunteers will review the M&E plan during PST and an early-service IST to clarify their roles and responsibilities—and those of other project stakeholders—in project monitoring.
- Volunteers will learn and practice PACA and other techniques for gathering and updating baseline information, including interviewing techniques.
- Volunteers will practice designing, administering, and analyzing the results from surveys and pre and post-tests.

Reporting and Use of Results

- Volunteers and community partners will report directly to clinic staff and to the different trainees during follow-up visits on a quarterly basis. Clinic staff and the trainees will use this information to revise their strategic plans and services and plan future activities.
- The APCD will share summarized results with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. The APCD, Volunteers and other stakeholders will then use this information to revise work plans, the project plan, and training content as necessary.
- The APCD will report monitoring results to PC/Headquarters in the PSRs. PC/Headquarters will then use the information to provide technical assistance and resources, and to share information with other posts, organizations, and agencies.

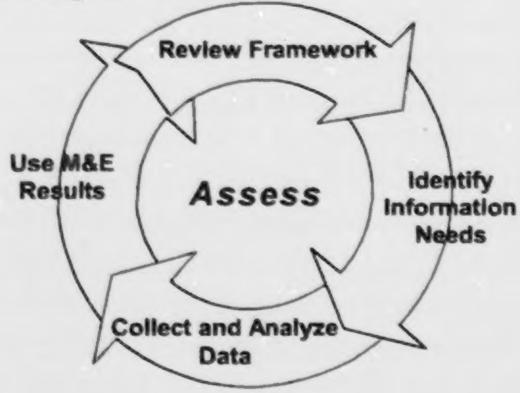
M&E PLAN GRAPHIC SUMMARY

WHO	ACTIONS	WHEN
Volunteers	1. Collect and review baseline information on strategic plans. 2. Review clinic attendance records and interview clinic directors. 3. Keep and review training attendance records and conduct simple interactive pre and post-tests. 4. Carry out interviews with and observe nurses, community decision makers, TBAs, and female community volunteers; conduct a simple survey of new mothers. 5. Report M&E results directly to clinic staff and trainees during follow-up visits. 6. Summarize attendance records, test results, interviews and observations to the APCD in Quarterly Volunteer report.	1. Quarterly 2. Quarterly 3. During training events 4. Within three months of relevant training events. 5. Quarterly 6. Quarterly
Community Partners	1. Collect and review baseline information on strategic plans. 2. Review clinic attendance records and interview clinic directors. 3. Keep and review training attendance records and conduct simple interactive pre and post-tests. 4. Carry out interviews with and observe nurses, community decision makers, TBAs, and female community volunteers; conduct a simple survey of new mothers. 5. Report M&E results directly to clinic staff and trainees during follow-up visits.	1. Quarterly 2. Quarterly 3. During training events 4. Within three months of relevant training events. 5. Quarterly
Clinic staff and trainees	Use M&E Information reviewed during follow-up visits by Volunteers and community partners to revise strategic plans and services and to plan future activities.	During and after follow-up visits
APCD	1. Share summarized results in written form with Volunteers and project stakeholders. 2. Review and discuss summarized results during ISTs. Train Volunteers in data collection methods. 3. Review and discuss summarized results with Project Advisory Committeee (PAC) 4. Use summarized results to make	1. Quarterly 2. During ISTs 3. Twice a year 4. Before each PST and IST 5. By Nov. 1 each year 6. In Nov.

	modifications to PST and IST training design as needed. 5. Report M&E results to PC/Headquarters in PSRs. 6. Revise data collection instruments, as needed	
Project Advisory Committee (PAC)	Review and discuss summarized M&E results to identify any needed changes in project implementation.	Twice a year
Peace Corps Headquarters	Use PSR information to provide technical assistance and resources, and to share information with other posts, organizations and agencies.	During PSR reviews, operations planning, and on an ongoing basis

The following sections of this booklet present a tool and step-by-step approach to help you develop a complete M&E plan.

Developing and Implementing an M&E Plan



Monitoring and evaluation consists of several steps, as shown in this illustrated cycle.

The remainder of this booklet describes each of these steps in detail. It also presents methods and tools for planning and implementing M&E, and particularly for developing an M&E plan. M&E must be adequately planned to be effective. Thus, project plans need to include an M&E plan that identifies what information is needed and why, how the M&E data will be collected, and how the M&E results will be used.

To help project stakeholders make these decisions, you can use the *monitoring and evaluation planning worksheet* (see next page). The worksheet is a tool for you to use with your project stakeholders to identify and organize key information needed in the overall M&E plan. It helps stakeholders understand and participate in the decision-making process.

You can complete the worksheet yourself and then take it to your project M&E team or other stakeholders. In this case you will work together to refine the form. Or, you may want to start working together with a blank worksheet. Advisory committee meetings or ISTs are excellent opportunities to bring together stakeholders, talk about monitoring and evaluation, and complete the worksheet.

The following sections in this booklet will walk you through the steps to completing and implementing an M&E planning worksheet. Each section presents a portion of a completed worksheet. See Appendix B for a complete sample worksheet.

NOTES FROM THE FIELD

Using the M&E Planning Worksheet

When asked what were the most useful things learned in several of the P&T training workshops, numerous participants noted:

"It was useful to learn about the Peace Corps' new project planning and M&E approach. It makes more sense, especially the focus on showing results."

"Learning how to structure an M&E plan."

"The M&E planning worksheet will be invaluable as a link to assessing the project framework."

"I now have a logical way of approaching M&E, and I also have concrete tools to use and adapt."

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Blank M&E Planning Worksheet

GOAL:		
Objective/Activity:		**Objective/Desired Change:**
What information do we need?	What are our M&E questions? (for this goal and/or objective)	
	What are our indicators of change?	
How will we find out?	What data collection methods will we use?	
	Who will collect the data and when?	
What will we do with the information?	Who will use the information and how?	
	How will the information be disseminated?	

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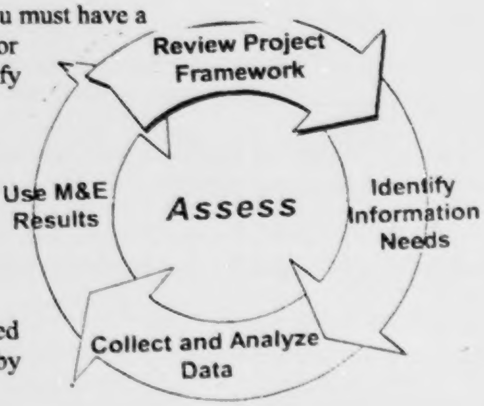
Review the Project Framework

To begin a meaningful M&E exercise, you must have a clear idea of what you are going to monitor and evaluate. To do this, revisit, and clarify if necessary, the project's framework or purpose, goals and objectives.



As explained in P&T *Booklet 2: How to Design or Revise a Project*, Peace Corps projects should have:

- A clear statement of **purpose**

A brief statement that describes the desired future condition that we hope to achieve by doing this project.

- At least two **goals**

Statements that describe the intermediate condition that need to occur to reach the project's purpose. Goals are long-term, general, and not quantified. They should be challenging but realistic.

- At least two **objectives** for each goal

Statements that describe within a particular time frame 1) the major activities Volunteers and community partners are to conduct, and 2) the changes in knowledge, attitude, skill, or behavior that are expected to occur as a result of those activities.

Partial Sample Project Framework: Maternal Health Project

Project Purpose: Women will improve their health by gaining access to quality heath services.

Goal 1: Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.

Objective 1: By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target women. This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

Objective 2: By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care. This will result in eight villages providing increased mental, physical, and financial support for maternal health activities.

NOTES FROM
THE FIELD

When to do your M&E Plan

Some posts develop their M&E plan in collaboration with their project advisory committee. Some posts also begin to develop their M&E plan while they are developing their project framework. For example, a representative group of stakeholders, staff, and Volunteers develops M&E Indicators while they are refining project objectives. This general approach has been used in modified form in all three Peace Corps regions. For more information on this, see P&T Booklet 2: How to Design or Revise a Project.

In Chart Form:

Activities *What major activities will Volunteers and their community partners do?*	***Desired Change*** *What knowledge, skills, attitudes, or behaviors, are expected to change because of these activities?*	***Long term Impact*** *(Goal)* *What condition needs to occur to achieve the project's purpose?*
Objective 1:		Goal 1: Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target women.	This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.	
Objective 2:		
By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care.	This will result in 8 villages providing increased mental, physical, and financial support for maternal health activities.	

Project objectives should include target numbers in both the activity and desired change components. These numbers are determined by you and your stakeholders based on your particular project context. For guidance in identifying realistic targets, see *P&T Booklet 2: How to Design or Revise a Project*. Targets are included to help stakeholders better implement, as well as monitor, project objectives.

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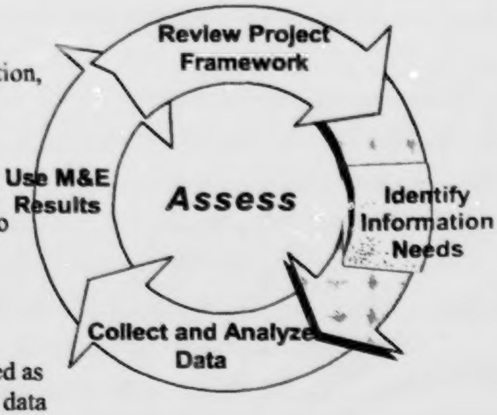

Identify Information Needs

The next step in developing an M&E plan is to answer the question, What information do major stakeholders (including yourself as APCD or Program Manager) need and for what purpose? Designing a plan that addresses this question will ensure that project stakeholders will get the information they need to better plan and implement their project and report to others. It will also limit unnecessary data collection and wasted time.

Monitoring and Evaluation Questions

Monitoring and evaluation questions are information needs stated as questions. M&E questions help focus an M&E effort, minimize data collection, and ensure that the results are relevant. In addition, when it is time to write the M&E report, you will know exactly the questions you need to answer. Determining what information is needed and turning these needs into meaningful and manageable questions is one of the most fundamental steps in conducting M&E.

HELPFUL HINTS

Who Needs to Know What?

Identify the various stakeholder groups that have an interest in the project. Then determine their relationship to the project, and ask, What do each of these groups need to know about the project? Why do they need to know this? What will they do with this information? That will help you determine the M&E questions.

Asking about Project Objectives

Typical M&E questions ask to what extent a project is achieving its objectives. Specifically, M&E questions often ask about both process and outcomes.

Process questions ask about the implementation of the project, such as:

- What project activities have been implemented?
- Have they been implemented as planned?
- If yes, how? If no, why not?

Process questions include tracking benchmarks (key activities pegged to dates), in order to effectively manage the project and ensure that key tasks are proceeding as planned. For example, in an environmental project focusing on park management, an initial benchmark would be Volunteers completing a survey of community use of forest products. This would have to take place before a

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Volunteer could work with community members to determine needed changes in forest product use.

Outcome questions ask about the effects of Volunteer activities, such as:

- What are the changes or outcomes as a result of project activities?
- Have the desired changes been achieved?
- If yes, how? If no, why not?

Projects are not expected to precisely measure the achievement of project objectives. Instead, and depending on what is being monitored, qualitative information indicating general movement toward the objective may be more useful and feasible than precise quantitative measurement.

It is also important to note that not all project objectives need to be monitored all the time, and by all Volunteers. When objectives are monitored will depend on when they are to be implemented, and by whom.

Building on the sample project framework presented earlier, here is an example of a project's objectives with some corresponding process and outcome M&E questions.

Sample M&E Planning Worksheet

GOAL1:	Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.	
Objective 1:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target women.		This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.
What information do we need?	What are our M&E questions? (for this objective)	1) How many of the 24 clinics have developed strategic plans to provide health education that target women? Why? 2) How many of the 24 clinics have implemented their strategic plans? Why? 3) In the 24 clinics, what is the % change in numbers of women attending: • 1 or more health education session • a pre- or post-natal counseling session? Why?

Additional Questions

In addition to assessing project objectives, stakeholders may have other questions that need to be answered in an M&E effort. Such questions may be about the effectiveness of Volunteer training or about the impact of the project. For the example above, an impact-related M&E question might be, To what extent do women receiving pre- and post-natal care give birth to healthy babies?

Whether projects include these or other types of questions depends on how much and when the information is needed and how the information would be used. It also depends on the resources a project has to devote to monitoring and evaluation efforts.

Final Questions

It can take a bit of effort to write good M&E questions. When you're done, the final questions should:

- Be clear and precise
- Be necessary to make decisions on the project
- Provide an answer not already known
- Be possible to answer given the resources available

Where possible, try to combine similar questions and eliminate duplication. Prioritize the M&E questions based on who needs what information, when they need it, and for what purpose. Ask only for information that is essential, not information that might be nice to have.

Try to limit the number of M&E questions. It is usually better to answer a few key questions well than answer many questions poorly.

Indicators

After developing clear M&E questions, the next step is to select appropriate indicators. Indicators are markers that show progress and help to measure change. They are tools that help answer M&E questions.

There are different types of indicators that describe different things.

Quantitative and Qualitative

- Quantitative or numeric indicators tell us "how much" or "how many" of something.
- Qualitative indicators tell us about qualities such as how and why people think, feel, or behave in a particular way.

Process, Outcome and Impact

Just as there are different types of M&E questions, there are also process, outcome and impact indicators. Process indicators tell you about the activities implemented in a project. Outcome indicators tell you if the project is achieving its desired results, and usually indicate specific changes in knowledge, attitudes, skills, and behaviors. Impact indicators tell you if the project is achieving its overall goals or purpose.

Direct and Indirect

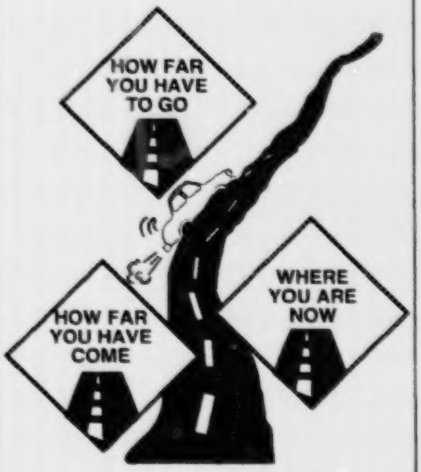
Some indicators directly measure the item in question. For example, a direct indicator of the "number of individuals certified in first aid" would be the "number of certificates awarded."

Indirect indicators measure something that is difficult to find out directly. For example, in an HIV/AIDS prevention project, it is hoped that the project's overall impact is to decrease the transmission of HIV. However, it is extremely difficult and expensive to measure the incidence of HIV transmission. So instead, the project may want to look at changes in local sexually transmitted disease infection rates or condom use as indirect indicators. Another example of an indirect indicator, for a business project that wants to know about the success of business owners, might be changes in accounting practices rather than change in profit level. The business owner is much more likely to share that he is now practicing standard accounting procedures so that he can manage his resources better than the actual change in his resources.

The type of indicators you choose is determined by the type of monitoring and evaluation questions you ask.

Building on the earlier example, the following is a sample M&E Planning Worksheet that includes indicators.

Indicators are like road signs telling you


HOW FAR YOU HAVE TO GO
WHERE YOU ARE NOW
HOW FAR YOU HAVE COME

A Project's Indicators

The Water and Sanitation project in the Dominican Republic has designed a comprehensive community-level M&E system. As part of this system, the project identified a new set of relevant and feasible indicators that include changes in the:
Number of diarrhea cases
Number of hours mothers spend looking for water
Number of committee meetings with agendas and minutes
Number of maintenance efforts

–Water and Sanitation PSR,
PC/Dominican Republic

Sample M&E Planning Worksheet

GOAL1:	Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals
Objective 1:	
Activity:	Desired Change:
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target women.	This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

What information do we need?	What are our M&E questions? (for this objective)	1) How many of the 24 clinics have developed strategic plans to provide health education that target women? Why? 2) How many of the 24 clinics have implemented their strategic plans? Why? 3) In the 24 clinics, what is the % change in numbers of women attending: • 1 or more health education session • a pre- or post-natal counseling session? Why?
	What are our indicators of change?	1) # of clinics with strategic plans. 2) # of clinics implementing strategic plans. 3) % change in women attending: • 1 or more health education session • a pre- or post-natal counseling session

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Organizing the Planning Worksheet

To help clarify information in M&E worksheets, it is often helpful to number the Items In each box. For example, in the worksheet above, indicator #1 refers specifically only to M&E question #1, and indicator #2 refers only to M&E question #2, etc. Use numbers to refer to the relevant M&E question for all other information included in the worksheet.

Work with Project Partners

Determining appropriate indicators can be difficult. Many of the objectives of development projects are hard to measure. Project stakeholders such as Volunteers and community members can help identify indicators that are relevant to the situation. In many instances, community members are best able to determine improvements in their own community.

For example, in an Education project, parents identified their daughters being more cheerful and engaged in activities as indicators of increased self-esteem. Although these indicators are not precise measurements, they are easily observed by parents and may make sense in the local context.

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Stakeholders Identifying Indicators

There are various ways to get stakeholders' input in identifying and selecting indicators. Participants could brainstorm a list during an IST or other project workshop. When you conduct site visits, you could also ask stakeholders questions like:

What do you think would tell us that __________ has occurred?

What do you think would tell us that the project has been successful in achieving __________?

Lists of Possible Indicators

It may be useful to refer to a list of indicators put together by others outside the project. Such a list can often stimulate thinking and help stakeholders identify different kinds of indicators. However, such lists should be used with caution. It is essential to first identify and agree on realistic project outcomes.

Once clear expected outcomes have been decided, identifying relevant indicators is much easier. So use indicator lists if needed, but be sure to ask yourself if the indicators are realistic given your expected outcomes and feasible or possible to measure given your resources and circumstances. For your reference, Appendix C lists possible outcomes and related indicators for the different Peace Corps sectors and agency initiatives.

Select a Few Key Indicators

After creating a list of possible indicators, you need to select only a few key ones that will answer your M&E questions. The more indicators you have, the more data you will need to collect. Final selection should be based on:

- An indicator's relevance to answering the M&E questions

- It's relevance to Volunteer, host-country agency, and community activities
- The amount of technical expertise and effort needed to collect the data.

Final indicators should be:

- Relevant
- Specific
- Measurable or observable
- Feasible to measure or observe

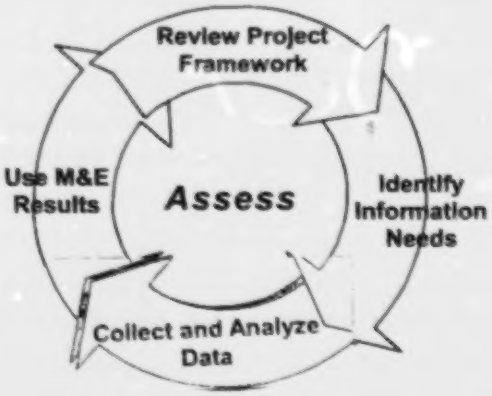
Review Indicators

Indicators should be reviewed on a periodic basis. They may need to be revised because you have found that the information really doesn't answer the M&E questions, that the information is too difficult to obtain, or that there may now be better indicators. On the other hand, if indicators are changed too frequently, you may lack a basis for comparing data over time. A review might occur after completing the annual Project Status Report and should involve project stakeholders.

When identifying possible indicators for your M&E plan, you may find that your project objectives and/or M&E questions need to be changed or further refined. If so, revise them as necessary and understand that this is a normal part of the process.

Collect and Analyze Data

Once you know what questions you want to answer and the type of information you need to answer them, the next step is to plan how to collect the data. To do so, you need to determine where the data will come from, the best methods for collecting the data, who should collect them, and when.



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Baseline Data

Baseline data describe the situation before project activities begin. Collecting baseline data is important when you need to compare conditions with an earlier state. Expected outcomes that specify a decrease or increase are often best assessed when levels are measured before, during, and after project activities take place. For example, baseline data describing the way in which farmers used slash and burn agricultural techniques can be compared with how they rotate their crops after being trained in alternative agricultural techniques. Collecting baseline and follow-up data does not need to be complicated. For possible methods, see *Using PACA for M&E* in the next section.

Sources of Data

After deciding the M&E questions and indicators, you need to determine where the data should come from for each indicator. For example, the source of data for an indicator such as "the number of teachers trained" might be the Volunteer who trained the teachers. Or if an indicator is the number of farmers adopting a soil conservation technique, the source of information would be the trained farmers. In other words, you would go to the farmers themselves to find out if they had adapted the techniques in which they were trained.

There are generally four sources of data:

- **People**, such as community members, community partners or counterparts, supervisors, HCA personnel, and Volunteers.
- **Documents**, such as Volunteers' reports, project plans and reports, training attendance records, minutes of meetings, and national statistical reports.
- **Physical environment**, including soil, water, air, plants and trees.

NOTES FROM THE FIELD

Need for Baseline Data

PC/Togo notes that, "If the SBD project is to measure the impact of the work it is doing in the field, we must record baseline information on specific project beneficiary businesses and track these businesses through a significant period of time...
We do not expect that business development is something that can be achieved through a short series of trainings. Continuous and systematic follow-up and client tracking must be stressed more so that we are able to measure the real impact of Volunteer efforts in the field."

–Business Development PSR,
PC/Togo

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- **People-made objects** such as houses, water systems, schools, and manufactured goods.

Data Collection Methods

After determining the data you need and the sources of those data, the next step is to determine if you already have the data. If not, you will have to develop a method to collect them. The indicators and sources of data should determine the method. For example, if you want to know about changes in certain attitudes of low-literate farmers, you would want Volunteers to interview the farmer rather than conduct a written survey.

Volunteer Reports

In the Peace Corps, the most commonly used method for collecting data is Volunteer reports. Naturally, Volunteers themselves will need to use other data collection methods to gather information for their reports. These may include observation, document review, focus group discussions, and interviews.

Many times Volunteer reports are completed on a quarterly basis, and are therefore often called "Volunteer quarterly reports." However, in some projects Volunteers report two or three times a year.

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Volunteer Reports

Volunteer reports can provide extremely valuable data. To encourage Volunteers to submit their reports, Volunteers first need to understand their role in the overall project plan. They then need to understand why you are asking for M&E data and how those data will be used. Pre-service training and in-service training events often offer opportunities to review with Volunteers what data are needed and why, to discuss Volunteers' important role in M&E, and to design or redesign reporting formats. Returning the results to Volunteers also encourages Volunteers to be accurate and timely in their reporting. For ideas on how to provide M&E feedback to Volunteers and other stakeholders, see the section *Use the M&E Results*.

The project framework should be used when developing Volunteer reports. By using the framework, the focus is on collecting data on project objectives. This means asking questions about both the activities that Volunteers have completed and the outcomes that they have seen as a result of those activities. When analyzed, this would be valuable information to report in the annual Project Status Report. Volunteer reports should also give Volunteers a chance to identify preliminary results and unexpected outcomes, as well as report on

NOTES FROM THE FIELD

M&E methods in a Peace Corps project

"As useful evaluation tools, I should mention first the PSR and the quarterly reports. They all help me summarize what has been done from what we initially intended to do, stress the successes, and identify the 'black holes' of the project. After the preliminary work performed for gathering materials, information, and opinions, I am always more comfortable with making plans for the future. . . . But the most valuable evaluation comes from the Volunteers themselves while in their IST/sector meetings, MSC or COS. They evaluate not only their service but our entire activity in the context of the future."

–Carmen Botez, PM/SBD, PC/Romania

problems they are having and their future plans. For a sample Volunteer report, see Appendix G.

Site Visits

Site visits are another common opportunity for collecting data. A site visit is an event in which programming staff conduct several data collection methods. Such methods often include informal conversations with Volunteers and community members, interviews with community partners and supervisors, and observation of the situation in which Volunteers work. Again, the actual methods used depend on the information needed (M&E question and indicators) and from whom (source of data).

Site Logs

Several posts encourage Volunteers to keep site logs or diaries. This form of documentation provides an opportunity for Volunteers to reflect on their work, as well as a way to pass important information on to future Volunteers. For example, PC/Senegal asks Volunteers to maintain site logs that consist of five sections:

- A daily or weekly log of activities
- A list of local contacts and resources
- Copies of Volunteer reports
- Site specific information, such as site survey forms
- Other miscellaneous documents

These logs (or diaries) are then given to the next Volunteer assigned to that site and provide her or him with valuable background information.

Document Review

Another commonly used method is document review or the reading and summarizing of certain written documents. Examples of common document reviews in Peace Corps projects include reviewing statistical reports, financial account records, minutes of meetings, and health charts.

Other Methods

Other data collection methods that are or can be used by Peace Corps projects include:

- Focus groups
- Group meetings or community interviews
- Individual interviews
- Surveys
- Tests of knowledge and skills

Survey of Volunteers' Partners

PC/Moldova developed a survey questionnaire for Volunteers' partners in which they adapted and translated many of the questions from the Volunteer survey. Questions included:
How well prepared Partners felt to work with a Volunteer
How well prepared the Volunteer was when he or she arrived at site
How well the Volunteer's skills and interests match the organization's
How well the Volunteer has enhanced the capabilities of individual Moldovans, organizations, and communities
How Peace Corps can better address the needs of the country and Moldovan organizations.
Post feels this approach provides a more complete picture than the Volunteer survey alone. They plan to share the results with Trainees and Volunteers in addition to ministries, collaborating organizations, and those who completed the survey.

–Karen Nelsen, PTO,
PC/Romania

- Creative expressions, such as drama, role-plays, songs, dances and drawings.

For a description of these and other data collection methods, see Appendix D. For a description of how a Peace Corps project has used Trainees and Volunteers to review former sites as both a training and project assessment tool, see Appendix H.

Using Participatory Analysis for Community Action (PACA) for Monitoring and Evaluation

PACA was developed by the Peace Corps to provide a set of gender-sensitive tools that facilitate the implementation of a participatory development approach that is inclusive of all community members. These tools are used to communicate information, identify needs and lay the ground work for communities to participate in their own development. With PACA, Volunteers and community members work together to design, implement and evaluate development programs.

Volunteers use PACA tools to carry out needs assessments and action planning with communities. They are also a means to collect baseline and follow-up data for monitoring and evaluation. PACA tools provide an accurate picture or description of a situation before an activity begins and then are used again after an activity is completed. The two different pictures can then be compared and discussed with community members.

There are four PACA tools: community mapping, daily activity schedules, seasonal calendars and needs assessments with priority ranking.

Community Mapping is a way for community members to locate in pictorial form different types of activities and resources over a landscape. For M&E purposes, a map can be drawn by community members before project activities begin and used to help identify needs and devise a community action plan. The same type of map can be drawn sometime later and the changes detected and discussed.

Daily Activity Schedules are used to identify the routine work patterns of certain groups of people, typically men and women. This tool could first be used to identify how a project should be designed, ensuring the participation of all community members. The information may also be used as baseline data to monitor the effect of a project's activities on different groups' time, (e.g., men's and women's, girls' and boys'), and to detect changes in work patterns over time.

Seasonal Calendars are tools that track seasonal variations in such things as household work, illnesses, income and spending patterns over time. These calendars also can be used to identify issues and to track changes over time.

NOTES FROM THE FIELD

Participatory Methods/PACA for M&E

For several years, Volunteers in Madagascar conducted expensive Knowledge, Attitudes and Practices (KAP) baseline and follow-up surveys. Although the statistics provided from the surveys were informative, they were beyond the use of most community members and failed to foster community ownership of the findings.

Instead, Volunteers are now facilitating participatory assessment methods, including PACA. These new methods have generated a tremendous amount of useful information while fostering greater community ownership and use of the findings. This approach has also saved the project significant time and expense.

–Health PSR
PC/Madagascar

Needs Assessments with Priority Ranking provide the means to identify constraints and opportunities and can serve as an initial planning tool and then done again to detect changes in identified needs.

Other possible participatory assessment tools include:

- Murals
- Photos
- Videotaped role-plays
- Transects or community walks
- Community cross-visits

When detecting change by using participatory tools, it is important to discuss with community members what brought about the change, if community members are satisfied with the current situation, and what community members then want to do about the issue. For reliability reasons, you need to get as many of the same community members as possible to attend the baseline and follow-up assessment sessions.

For more information about PACA, see the *PACA* Manual (ICE M0053) and *Gender and Development Training/Girls' Education Manual, Booklets 3, 5, 6, and* 8 (ICE M0054).

Choosing the Best Methods

As mentioned earlier, choosing the best method to collect data depends on the data that are needed and the sources of those data. It also depends on available resources, in terms of funding, time and the number and skills of those collecting the data. You may also have to consider other conditions, like weather, literacy levels, and available transportation.

Another consideration is how accurate the data need to be. When conducting M&E, project managers sometimes select the more structured and formal methods because they seem to be more valid or "scientific." However, formal interviews may create an uncomfortable situation for the collector or respondent. Informal methods are appropriate when they provide the needed data. They can also tap local knowledge and reduce costs.

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Sampling

When it is not practical or feasible to collect data on all members or objects, it may be necessary to select a smaller number or a sample. This may be the case with such methods as interviews and community surveys. It is important to select a sample that will give an accurate picture of the whole and will not distort or bias your conclusions. See Appendix F for a discussion of different sampling strategies.

Data Collection Instruments

Data collection instruments are the tools or forms used to collect and record data. Each method of data collection has a particular instrument or tool associated with it.

This concept is illustrated in the following chart.

Source of Data		**Data Collection Method**	**Data Collection Instrument**
People:	Volunteers	Self-report	Volunteer reports
	Community members	Focus Group Interview Observation	Focus group topic guide Interview guide Observation checklist
Documents:	Health clinic records	Document review	Record form or tally sheet
	Project reports	Document review	Summary sheet
Physical Environment:	Soil	Soil testing	Testing form
	Water	Water testing	Testing form
People-made Objects:	Schools	Observation	Observation guide
	Water & sanitation systems	Observation	Observation checklist

There are several general steps to developing a data collection instrument. These apply whether you are developing a Volunteer report or a community baseline survey.

- Depending on the data you need and the source, choose an appropriate data collection method and corresponding instrument or recording form.
- Create the questions based on the original M&E questions and indicators. Include other questions you may need answered such as the respondent's name, sex and age, and where they live and work. Word the questions carefully using appropriate language so they are easily understood and do not lead the respondent to provide certain answers.
- Put the questions into a logical order, then format the instrument. Include an explanation of why collecting this information is important, how the information will be used, and clear instructions on how the form should be filled out.
- Test the instrument to see if you get the kind of information you need. If not, revise the instrument as necessary.

A detailed, step-by-step discussion of designing instruments is included in Appendix E.

Who Collects the Data

Deciding who should collect the data is a critical aspect of your overall monitoring and evaluation plan. This is particularly important when using methods other than Volunteers reports, such as baseline and follow-up surveys or interviews.

When deciding who, you need to consider the source of the data and the methods to be used. When trying to select data collectors it may be helpful to consider:[1]

- Who is most knowledgeable about the activity under investigation?
- Who has the most interest in obtaining the data?
- Who is most familiar with the data sources?
- Are the potential collectors likely to be objective?
- Are the potential collectors trusted by the source of data?

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Stakeholders Involved in Data Collection

Depending on the M&E questions, much of the data will be collected by you, as APCD or Program Manager, and by Volunteers. But it is important to think of other project stakeholders who could be involved. Involving other stakeholders can increase the relevance of the evaluation, build greater interest and ownership toward the project, and develop skills. It can also take advantage of community members' knowledge of the local language and familiarity with the cultural setting.

Whenever someone other than you collects data, be sure they have been properly trained on how to use the instruments. This includes Volunteers as well as other project stakeholders. Collectors should understand the purpose behind each instrument, the correct mechanism for collecting data (depending on the type of instrument), and how to deal with potential problems.

With methods like interviews, group discussions, and oral surveys, it is helpful to have the data collectors practice first. Activities like role-plays provide good practice and help build confidence. Help your data collectors understand that they need to be consistent in how they collect data regardless of the method. They also need to understand that they should not try to influence how people respond to questions. For training session plans on developing interviewing and observation skills, see the *Gender and Development Training Manual, Booklet 4: Skills Training* (ICE M0054).

When to Collect the Data

Data should be collected when it is needed to make decisions about project design and implementation. Knowing when decisions are to be made will help ensure getting the data at the right time. For example, when first designing a project or a new component of a project, stakeholders may want to conduct a needs assessment or a baseline survey. This information could help decide who does what in a project and later help detect changes. Other data may be collected on a periodic basis while it is still fresh in people's minds, such as quarterly Volunteer reports, and later aggregated in the annual Project Status Reports.

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[1] Adapted from Larson, P. and Svendsen, D.S. (1996).

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When is the data needed?

Several posts have noted that it is helpful to think about when they need to have key information for decision making or reports. They then design their data collection system to ensure that up-to-date information is available when they need it. Such key decision-making points typically include:

- Periodic reports to ministries and/or other partner organizations
- Key meetings scheduled by community and partner groups
- Prior to PST (to plan/revise PST)
- Prior to IST (to plan/revise ISTs)
- Meeting dates of Project Advisory Committees
- QTRS submission dates
- November 1 annually for project status report, training status report and language testing score submissions
- Annual post strategic planning meetings for preparing Operations Plans

Other factors to consider when collecting data include:

- The length of time it will take for objectives to be achieved
- Climate, seasons, and weather
- When the respondents are available
- When the data collectors are available
- When it is possible to collect data, given other programming needs and events

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Opportunities to Collect M&E Data

Whenever possible, use other programming events to collect the needed M&E data. For example, group discussions or individual interviews with Volunteers, community partners, community members, supervisors, and HCA staff can take place at such events as:

- ISTs or other training workshops
- Site visits
- Advisory committee meetings
- Sector meetings
- Early, Mid- and Close of Service conferences

Building on the earlier example, the following is the part of the M&E Planning Worksheet that deals with how, who, and when to collect data. Areas of the worksheet that have been previously addressed are shaded darker.

Sample M&E Planning Worksheet

GOAL1:	Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals	
Objective 1:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target women.		This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.
What information do we need?	What are our M&E questions? (for this objective)	1) How many of the 24 clinics have developed strategic plans to provide health education that target women? Why? 2) How many of the 24 clinics have implemented their strategic plans? Why? 3) In the 24 clinics, what is the % change in numbers of women attending: 1 or more health education session a pre- or post-natal counseling session? Why?
	What are our indicators of change?	1) # of clinics with strategic plans. 2) # of clinics implementing strategic plans. 3) % change in women attending: • 1 or more health education session • a pre- or post-natal counseling session
How will we find out?	What data collection methods will we use?	1) Document review of clinics' strategic plans. 2) Interviews with clinic directors. 3) Document review of attendance records from clinics to determine number of women attending health education and pre- or post-natal counseling sessions.
	Who collects the data and when?	1,3) Baseline data will be collected by first Volunteer and community partner at each site within first three months of assignment. Results will be reported to APCD in 1st quarterly report. 1,2,3) Each Volunteer and community partner will review strategic plans and attendance records and interview the clinic director on a quarterly basis. Results will be reported to APCD in quarterly reports.

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Analyze the Data

After identifying how, who and when to collect the data, you should decide how you will analyze the data. There are several general steps for both planning and then conducting data analysis.

1. Review the original M&E questions and indicators to remind yourself of what you need to know.
2. Identify the type of data that will be collected. There are basically two types: quantitative (numbers) and qualitative (words, usually in the form of quotes and descriptions).
3. Depending on what it is you want to know and the type of data you will collect, determine the appropriate type of analysis.

Within Peace Corps projects, the type of analysis is pretty straightforward. For quantitative data, simple descriptive statistics are usually adequate. These include:

- Totals – the sum of all the numbers in a group of numbers
- Frequencies – the number of times something occurs or is reported
- Average/Mean – the sum of a group of numbers divided by the total number of the numbers
- Range – the difference between the lowest and highest numbers in a group
- Percent – A part of something in relation to its whole, in which the whole is considered to mean 100 or 100%.

Qualitative data can provide extremely rich information about a project; however, the analysis is often less straight forward. There are two common approaches to analyzing qualitative data:

- Group data into categories of similar responses and determine common themes, patterns, and areas of difference.
- Turn the data into numbers either by counting the occurrence of statements or observations, or by assigning a numeric value to the responses.

4. Complete a mock data analysis with data collected when testing the data collection instruments or data you make up by completing several data collection forms yourself. You can then determine if these are the kind of data you need to answer the M&E questions. If not, you need to adjust your methods, instruments and/or analysis techniques.

After the analysis has been planned for and data are actually collected, there are several other steps to follow.

1. Check that data forms are complete and filled out correctly.
2. Organize, code, and summarize the data as needed.

3. Analyze the data, using the selected technique(s).
4. Present the data so people can see key information quickly, make comparisons, and determine patterns and trends.
5. Interpret the data within the context of the project.

Involving Stakeholders in Data Analysis

Data interpretation provides an excellent opportunity to bring together groups of key stakeholders, examine data, and make judgments about goals, outcomes and activities. There are several benefits to having stakeholders involved in data analysis.[2]

- They will have greater trust in the results, and therefore be more likely to use the results.
- They provide different perspectives for interpreting the data and for explaining why outcomes have or have not occurred.
- They receive immediate feedback about project progress and are enabled to make informed decisions and take action.

An effective way to involve stakeholders in data analysis is to present summaries of the data. Then ask stakeholders:

- Do these summaries seem valid and accurate?
- If yes, what do they mean to you and to this community?
- If the results show change over time, what brought about the change?
- Is the change enough or is more needed?
- If more change is needed, what do we want to do about it?

These sessions can be conducted as part of advisory committee meetings, ISTs or other workshops, or facilitated by Volunteers and their community partners in large community meetings.

Training for M&E

Since Volunteers play a key role in project monitoring and evaluation, it is important that they understand and are able to perform their role. This requires training. The following are suggestions on how to address this.

1. Communicate M&E Role to Trainees and Volunteers

Most posts present project frameworks or short versions of the project plan to trainees during PST. Trainees also typically review the Volunteer report form and reporting schedule. Many times this key project and M&E Information is then reviewed in more detail during the first IST. It may be helpful to ensure that the M&E plan summary is also reviewed during PST and the first IST. The graph in particular helps Volunteers see how their role relates to others' in the big picture of the overall project.

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[2] Adapted from Larson, P. and Svendsen, D.S. (1996).

2. Include M&E Activities When Developing the Volunteer Task Analysis

The Volunteer task analysis is the point where programming and training meet. The task analysis is to training what the project framework is to projects: it articulates what training is supposed to achieve. As a result, it is critical that Volunteer M&E activities (e.g., conducting interviews, developing pre-and post-tests, conducting structured observations, etc.) be included in the task analysis. This allows staff involved in training to develop appropriate competencies and learning opportunities for Trainees and Volunteers to learn relevant M&E skills. Otherwise, Volunteers might not receive adequate training to perform the M&E skills expected of them.

Volunteer task analyses are developed by reviewing general Volunteer job descriptions (e.g., related to administrative tasks and expected Volunteer behavior etc.) as well as the specific tasks required to perform the activities as described in the project objectives in the project framework. Once you have completed your M&E plan, you will have a clear idea of how you intend to monitor and evaluate the "desired change" portion on project objectives. The Volunteer task analysis should then be revisited to make sure that M&E tasks are included.

It is also important to note that there may be a difference in the task analysis between monitoring skills and evaluation skills. For example, all Volunteers, through their periodic Volunteer reports, are involved in project monitoring. Every few years, however, posts may wish to involve Volunteers in a larger, more intensive project evaluation effort. In such instances this may require additional M&E skills training for Volunteers.

3. Identify Language, Cross-Cultural, Health, and Safety Considerations Relevant to M&E Tasks

When reviewing how to best equip Trainees and Volunteers with the M&E skills required of them, it is helpful to remember that M&E skills are like any other technical skill. Adult learners need motivation and a conceptual framework, but they also learn best by doing. In developing training content and experiential learning opportunities, be sure to provide appropriate vocabulary and language structures. Trainees and Volunteers will also need to understand the cross-cultural context within which M&E activities will take place, so that there are no misunderstandings. It is also important to identify and address any relevant health and safety considerations which might be present, such as the possible need to have more than one person along when doing interviews at night.

4. Explore Ways to Integrate M&E Learning Into Existing PST Structure and Activities

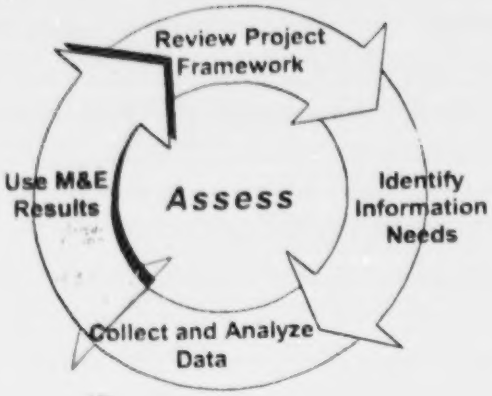
Most PSTs include content on community entry skills and conducting needs assessment through methodologies such as PACA and appreciative inquiry. Community-based training (CBT) or mixed-CBT approaches to PST, in particular, often offer significant hands-on learning opportunities in this content for Trainees. Examples include interviewing community members, mapping community assets, undertaking community transects, conducting surveys, and conducting group meetings, etc. For more information on PACA tools the section on *Data Collection Methods* earlier in this booklet; for more information on appreciative inquiry see *Booklet 2: How to Design or Revise a Project*.

The tools, methods, and skills used to undertake such situation analyses and needs assessments are very similar to those needed to conduct M&E activities. The main difference is that needs assessments identify needs, conditions and attitudes at a particular point in time. This initial assessment, if follow up assessment is planned, is sometimes called *baseline information*. M&E activities, on the other hand, often use the same techniques to look at the same information, but at a later point in time. The focus is not on gathering initial information, but on seeing what has changed since initial information was gathered, why, and what should be done as a result. The combination of M&E and baseline information is generally more powerful than baseline information alone because it allows individuals to see trends and change—or lack of change—over time.

One way to integrate M&E learning into PST might be to slightly restructure needs assessment sessions and activities. When Trainees conduct needs assessment or community mapping activities, etc., trainers could have some or all of the questions be updates of baseline information, not just collecting information from scratch. For example:

- Communities used in CBT or mixed-CBT PSTs could provide an excellent opportunity for this type of exercise, particularly since several trainings typically take place In the same community before new communities are selected. One Training Manager commented that he could see changes in CBT communities over time that were a direct result of working with Peace Corps Trainees and staff. In one community, for example, several houses began using screens, some children began practicing better sanitation habits, and one farmer revised and expanded his distribution system. Rather than having each group of Trainees ask the same basic questions, it may be more meaningful, particularly in communities where training takes place, to ask questions that track changes over time. This would result in richer learning for everyone involved, and allow successes to be identified, celebrated, and built upon.

- Information updates (vs. just general questions) could be done if/when Trainees visit Volunteers at their sites. This could even be done in conjunction with the Volunteers' regular M&E activities.
- Information updates (vs. general questions) could be done when new Volunteers first go to their sites, if it is a site that has had previous Volunteers. Site logs or journals can be particularly useful in this regard.



Use the M&E Results

The ultimate purpose of M&E is to provide people with the information they need to make informed decisions regarding the project. When planning an M&E effort, it is important to determine from the start who will use the information and how. Then, depending on the audience, it is helpful to determine how and in what form they should receive the information they need. In other words, M&E should provide the right people with the right information, in the right form, at the right time.

The Right People

All stakeholders—Volunteers, community members, counterparts, host-country agency staff—will be more likely to provide good information and to use results if they are involved not just in providing data, but also in receiving and using the results. Sharing results with all stakeholders helps create a demand for such information, which increases the likelihood that results will be used.

The Right Information

Information should be meaningful to stakeholders—information that is obvious or redundant is generally not helpful. Information should be in the appropriate language and avoid jargon. Stakeholders should also be able to do something with the information, whether learning, sharing the information, or using the information to change approaches. For example, the PSR is an opportunity to share results within your post as well as a means of communicating information to headquarters.

The Right Form

Different stakeholders will want their information in different forms. Very few stakeholders have the time or motivation to read lengthy reports. For example, in a Youth/Environment project, project staff may want M&E information on how the project is going, including information on what Volunteers are doing. In the same project, district or regional HCA staff may want only summary project M&E information in written form. Communities may prefer graphic presentations with discussions, including information on what other communities are doing.

The Right Time

Stakeholders must receive information at the best time for them to actually do something with it. If too much time passes between gathering and presenting information, the results can become out

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dated. For example, in an agricultural project, information on planting practices should ideally be presented and discussed several weeks or months before planting so there is time to make changes.

M&E information on a training program should be gathered and reviewed in time to make any changes before the next training. Feedback on programming and training should be reviewed and discussed in time to plan any changes and include them in new operations plans and budgets.

Present the Results

Here are some general guidelines for presenting M&E results:

Involve Stakeholders: Stakeholders should be involved not just in providing information, but also in presenting and discussing the results.

Organize reports: Written reports should be simply worded and as short as possible. Generally, people will be most interested in a summary of findings, an analysis of what the findings mean, and recommendations or suggestions. More detailed evaluation reports should include this information in a brief executive summary.

Explore different types of presentations: Written reports are not the only way to present M&E information. Other approaches include showing pictures or videos, presenting graphs, and having stakeholders tell stories or create graphics.

Project Status Reports

Project Status Reports (PSRs) are annual reports that the Peace Corps requires each project to complete. They are the only standardized agency document that provides information on the work of Volunteers and the progress of specific projects. They provide an opportunity for project stakeholders, posts, and headquarters to identify, reflect, and report on project activities. Sections within the PSR include the capacity building framework, project outcomes, strengths, challenges, lessons learned/promising practices, follow-up actions, and specific Volunteer successes.

The PSR is a document that contains a great deal of information and can be a useful tool at post. Below are ideas you may consider in making the PSR a usable, living document throughout the year.

- Make the development of the PSR as participatory as possible, involving, Volunteers, counterparts, community members, staff counterparts, and representatives from other organizations.
- Share the completed PSR with ministry officials and NGO's. This is a great opportunity to keep them updated on accomplishments, activities, and future project plans. Solicit their input for future PSRs.

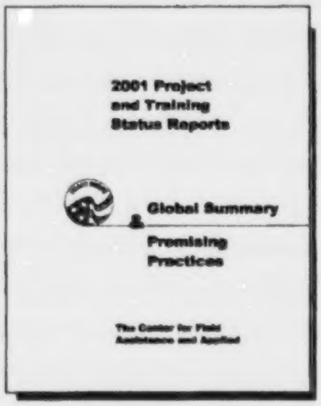
NOTES FROM THE FIELD

Ways to Present M&E Results

Numerous posts have presented M&E results in a number of creative and useful ways.

- *Several posts use newsletters to synthesize and provide feedback on Volunteer reports. When PC/Mali summarized Volunteer reports in a newsletter, the number of reports submitted increased from 40% to nearly 100%. As the APCD explains, "Volunteers are simply more likely to write reports which they are sure are read and can see why we are asking for them."*
- *PC/Kenya produces "Evidence of Effectiveness Reports" that feature accomplishments of individual Volunteers in a bound publication. These reports are shared with everyone at post and with the Africa Region and "enhances energy among the Volunteers."*
- *PC/Togo conducts site visits to Volunteers with Volunteer reports in hand, to provide face-to-face feedback.*
- *PC/Turkmenistan summarizes M&E results in its annual reports.*

- Invite some of the stakeholders for a roundtable discussion based on the PSR. Your discussion can focus on major questions and issues related to the project.
- Review the PSR with supervisors and counterparts during site visits. Discuss how activities at that site are reflected in the report and share best practices. Use the PSR to reinforce and promote ownership of the project.
- Share the completed PSR with Volunteers and solicit their comments and feedback. Send a copy to regional representatives or Volunteer Leaders to include in their meeting agendas.
- The PSR can be a tool for Volunteers to use with their communities. After summarizing the PSR, Volunteers can ask community members how they feel about the information, and how they might use it.
- Use the PSR to help design the Quarterly Reports. Align the reports with the Capacity Building Framework.
- Include the PSR in the welcome packet for trainees. This is a good practical tool for introducing the project plan.
- Meet with other APCD's, Program Assistants, Training Managers, etc. at post to review all of the PSRs and look for areas of collaboration.
- Establish a network, possibly over the Intranet, with other posts and give peer feedback on the PSRs.
- Share the PSR format with other organizations, as a model to use in establishing their own project status reports.


2001 Project
and Training
Status Reports

Global Summary
&
Promising
Practices

The Center for Field
Assistance and Applied

Headquarters also uses the PSRs in several ways:

- All PSRs are read and discussed jointly by staff from the regions, the Center and VRS.
- Region staff and Program Specialists in the Center write project specific feedback that is sent to all posts.
- Regions use the PSRs to gauge the overall progress of projects, and to identify post-level and sub-regional programming issues. PSRs are also considered when allocating resources to posts. Regions refer to PSRs when devising their own IPBS statements and when responding to requests for project information from the Peace Corps Director, Congressional offices and collaborating agencies.
- The Program Learning unit with other Center staff compile PSR Global Summaries for each sector and agency initiative. Each summary identifies global trends and major accomplishments, recently developed materials by posts, and individual Volunteers successes. These summaries are sent to all posts, shared throughout headquarters, and sent to other agencies.

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- VRS staff read the PSRs to educate themselves on programming issues and to relay Volunteer recruitment trends to the regional recruitment offices.
- Summarized information and Volunteer in development vignettes from the PSRs are used in press releases and Congressional Budget Presentations.

Use the Results

M&E results should be used to:

- Improve project implementation
- Improve Volunteer training
- Revise the project plan
- Refine M&E efforts
- Complete the PSR

They can also be used for:

Collaborative Learning: The Peace Corps' approach to M&E, like its approach to development in general, is participatory. Monitoring and evaluation can be tools to facilitate participatory involvement in reviewing project activities. Participants who review results, discuss options, and learn from each other in an open, supportive environment are more likely to accept and use the results.

Connect Stakeholders: Reviewing and discussing M&E results can be an excellent way to connect stakeholders. In most projects, stakeholders represent different organizational levels and parts of the country. M&E information can help participants to see the big picture—how all the pieces fit together. Facilitating these connections (e.g., helping national level stakeholders gain a better sense of what is happening at community levels, and vice versa) can increase stakeholders' understanding of project efforts and also increase their motivation to use results.

Communicate Accomplishments: Including accomplishments in M&E information is a great service to stakeholders. It can motivate people and provide incentive for them to use the results. It is also a way to help people identify and celebrate their accomplishments. This can help renew stakeholders' energy and enthusiasm.

Building on the earlier example, the following is the last part of the M&E Planning Worksheet. Areas of the worksheet that have been previously addressed are shaded.

Sample M&E Planning Worksheet

GOAL1:		Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals
Objective 1:		
Activity:		Desired Change
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target women.		This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.
What information do we need?	What are our M&E questions? (for this objective)	1) How many of the 24 clinics have developed strategic plans to provide health education that target women? Why? 2) How many of the 24 clinics have implemented their strategic plans? Why? 3) In the 24 clinics, what is the % change in numbers of women attending: 1 or more health education session a pre- or post-natal counseling session? Why?
	What are our indicators of change?	1) # of clinics with strategic plans. 2) # of clinics implementing strategic plans. 3) % change in women attending: • 1 or more health education session • a pre- or post-natal counseling session
How will we find out?	What data collection methods will we use?	1) Document review of clinics' strategic plans. 2) Interviews with clinic directors. 3) Document review of attendance records from clinics to determine number of women attending health education and pre- or post-natal counseling sessions.
	Who collects the data and when?	1,3) Baseline data will be collected by first Volunteer and community partner at each site within first three months of assignment. Results will be reported to APCD in 1st quarterly report. 1,2,3) Each Volunteer and community partner will review strategic plans and attendance records and interview the clinic director on a quarterly basis. Results will be reported to APCD in quarterly reports.
What will we do with the information?	Who will use the information and how?	**1-3) Individual clinic staff to determine if target population is being reached and to revise strategic plans as necessary.** **Safe Motherhood staff at MOPH to determine success of initiative and allocate resources appropriately.** **APCD, Volunteers and other stakeholders to determine project success and revise project plan and work plans as necessary.** **PC/Headquarters to allocate resources and TA, and to share information with other posts, organizations and agencies.**
	How will the information be disseminated?	**1-3) Volunteers and community partners will report directly to clinic staff on a quarterly basis.** **APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings.** **APCD will report results to PC/ Headquarters in PSRs.**

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Summarize the Planning Worksheets into an Overall M&E Plan

While the M&E worksheets are a necessary planning tool, the worksheets need to be summarized into an overall M&E plan to provide an effective management and communication tool. An M&E plan summarizes the:

4. overall focus of project monitoring,
5. methodology and timing,
6. implications for training, reporting, and
7. use of results.

Each project will have a unique set of evaluation planning worksheets. The following suggestions may help pull them together into an overall monitoring and evaluation plan.

- The overall focus of project monitoring should provide insight into the items that will be tracked most closely. Generally those items will reflect Volunteers' main activities and the results of those activities. You may also identify additional questions that will be looked at on a periodic basis.
- Start by looking at the identified methods and data collection instruments. Where the same methods and data collection instruments are mentioned, list all the instruments you will need. There will be instruments, such as the Periodic Volunteer Reports, that will provide data for more than one evaluation question. You can begin developing or revising the instruments so that you are sure to have data that answer to the evaluation questions.
- You may want to follow that with a similar look at the reporting and use of information across the evaluation planning worksheets.
- Depending on the methods chosen, a description of training necessary for Volunteers and stakeholders to carry out evaluation tasks (e.g., how to conduct interviewing or facilitate focus groups) should be included in the plan.

An example of a summarized M&E plan is provided in Appendix B.

HELPFUL
HINTS

Combining M&E Tasks

In many cases, the efficiency of M&E efforts can be improved by addressing a number of M&E activities at the same time. One example would be using an IST with counterparts to:

- Analyze information on achievement of project objectives
- Use the M&E information to share best practices and strategies for project revision
- Reflect on Volunteers' preparation upon arriving at their site (to review PST content and approach)
- Review Volunteer and counterpart learning needs that could be met through a future IST

Conducting Formal Project Evaluations

The primary focus of this booklet is to help programming staff monitor projects. However, there may be times during a project when formal evaluations are appropriate. For example:

- mid-project, to verify that the project is on track, and to make any necessary adjustments
- any time there are significant problems or when circumstances have changed; such as a shift in host-country policy, or lack of progress in achieving certain project goals or objectives
- at the end of a project, which might include an examination of extending or replicating the project

It is important to note that project monitoring and evaluation worksheets provide a sound basis for developing a plan to evaluate a project. The worksheet format itself is also useful for conceptualizing the scope of the evaluation (e.g., what are the overall evaluation questions; who will use the information and how, etc.).

Peace Corps experiences over the years indicates that it is helpful to have a project evaluation at least once every 5-7 years. Many projects are written as six year projects and are planned in terms of three or four generations of Volunteers to achieve project objectives. In these cases, five or six years after the beginning of the project is a logical point to undertake a serious effort to see what the project has achieved. Even in projects that last longer than 5-7 years, it is helpful to conduct periodic formal evaluations. Development conditions and priorities may change; organizations, staff and key individuals will change. Even the availability and makeup of Volunteers may change. As a result, it is healthy to step back, evaluate, and possibly revise projects periodically. These periodic evaluations and revisions can typically re-energize stakeholders while also providing new opportunities for participation.

When a formal evaluation is necessary, the following guidelines are suggested.

Create an Evaluation Team

Peace Corps' participatory approach to all activities is a great asset in conducting formal evaluations. In addition to the benefits of involving stakeholders, a team of participants can share the work load.

If there is already an oversight group such as a project advisory committee, they may serve on the team. Otherwise, various project participants can be recruited for the task. In some cases, the entire evaluation can be planned and implemented by project participants, with no involvement by an outside evaluator.

If you are working with an external evaluator, he or she should still work with project participants. An outside evaluator may assume responsibility for various information gathering and analysis activities depending on the skills and motivational level of the project participants, the time and/or funds available, the complexity of the data gathering and analysis tasks, and the need for an outside perspective. An outside evaluator may work with a full-time evaluation team of project participants, coordinate the inputs of part-time team members or serve as the principal evaluator, calling on project participants as often as necessary.

The Evaluation Statement of Work

Whether a project evaluation is conducted by an internal or an external evaluator, a Statement of Work (SOW) is a valuable tool. A SOW states the background, issues, tasks, schedule and intended outcomes of the evaluation. It prevents misunderstandings about why or how the evaluation is to be conducted, facilitates the effective use of the time allotted for the evaluation, and maximizes the likelihood that the outcome will be useful. The following is a set of guidelines for preparing a SOW.

In order to facilitate a participatory approach, stakeholder meetings at both the design stage and at the data analysis stage should be included in the scope of work. These meetings during the design stage ensure that the evaluation questions are relevant while meetings at the data analysis stage encourage actionable recommendations that include stakeholder perspectives.

Format and Content for Project Evaluation SOWs

Background

Provide adequate background information to describe the context of the evaluation. Include a brief summary of the project to date, including development, start-up, accomplishments and difficulties. Cite any special circumstances, such as a change in government policy, an unexpected problem, or the need to make a decision.

Objectives

State what should be accomplished as a result of this evaluation:

- The **products** of an evaluation, which typically include a written report and verbal briefings for various stakeholder groups. In some cases a working session for planning the implementation of recommendations may be a required product.
- The **questions** to be answered by the evaluation. These may include questions such as: a) what progress has been made in achieving project objectives; b) whether the project framework is realistic and relevant in light of current circumstances; c) where any breakdowns are occurring (including such issues as PCV skills and training, project management, or participation of HCA or beneficiaries); d) how (or if) they may be corrected; and, e)

whether continuation, expansion, phase out or cancellation is in order. You may want the outside evaluator to help formulate the specific evaluation questions with stakeholders, if you have not done that yet. If so, the SOW should outline the general areas that should be investigated in the evaluation.

Principal Tasks

List the principal tasks required to achieve the objectives. For example:

- devise an evaluation plan that includes the specific evaluation questions, methods for collecting and analyzing the data, a responsibility matrix, and a time table
- examine project documentation (project plan, reports)
- participate in briefings in the US or in-country with Peace Corps staff
- meet with Volunteers, community partners, beneficiaries, cooperating agency officials
- on-site observation, data collection and analysis
- present verbal and written reports
- facilitate an action planning session

Work Schedule

Include starting and ending dates and total number of work days (if some are in the U.S. and some in-country, specify how many in each). Many SOWs also specify the number of days allocated to each principal activity.

Reporting Responsibilities

Specify both the deadlines and the recipients of each written and oral report. Include a format for the report (see a sample format below). Verbal reports may be required both at post and at PC/Headquarters.

Reporting Relationships

Indicate the evaluation project manager. If the evaluator is to report while overseas to someone who is not the project manager, indicate the name and title of that person. Also indicate who has the authority to make substantive changes to the SOW (usually only the project manager). This clarity protects both the evaluator and the Peace Corps.

Evaluation Team Composition

Include who is on the team, the role of each member, and who reports to whom.

The Evaluation Report

An effective report on evaluation results covers the essential aspects and issues of the project. It guides those who must implement or make decisions about the project, and informs interested outsiders reading the report. Here is a sample format:

EVALUATION REPORT FORMAT

Title Page

Include the name, identification code, and location of the project, date of the evaluation, and the names, titles and affiliations of each evaluation team member.

Table of Contents

I. Executive Summary

Include the most vital information from each section of the report and highlight the major findings and recommendations. This section should be 2-4 pages long.

II. Introduction and Background

Describe the background of the evaluation, including a brief description of the project and its history, and any special circumstances that led to a decision to conduct the evaluation.

State the evaluation objectives, including the major questions to be answered, products to be delivered, and decisions to be made. (These are generally the same as in the SOW.)

III. Methodology

Describe the methods used to collect and analyze the evaluation data (include any questionnaires or other instruments as appendices to the report).

Cite activities, evaluation participants, interviewees (if extensive, the list should be appended to the report), documents or other resources used (append copies of key documents to the report when feasible).

IV. Findings

Present factual information obtained, such as responses to questionnaires or numbers of individuals trained, without interpretation. This section should be concise, focusing on the information most relevant to the SOW. More extensive materials may, if desired, be included in appendices.

Include disaggregated data in the capacity building framework (i.e. # of individuals assisted, # of service providers trained, # of organizations strengthened, and # of communities assisted) and on women and youth whenever possible.

V. Analysis

Interpret the qualitative and quantitative information obtained, noting major trends or issues revealed.

Compare actual results to those anticipated, using the project framework and indicators from the project plan.

Note any constraints or problems encountered (e.g., absence of baseline data, lack of time to interview an adequate sampling of project participants, or absence of key project participants). Include the effect these constraints and problems have had on satisfying the SOW and how they may have affected the evaluation outcome.

In some evaluations, particularly those with extensive qualitative data, there may be a fine line between evaluation findings and analysis. In such cases, the findings and analysis sections may be combined to avoid repetition.

VI. Conclusions and Recommendations

Summarize the lessons learned and resulting recommendations.

VII. Action Plan

Summarize each action, who will do it, and when it will be done. (Depending on the circumstances this may be included in the draft report for discussion by key project participants, or it may be drafted directly by the participants and included in the final report only.)

VIII. Appendices

Include additional detailed information such as charts or listing of data, extensive description, maps, photos, etc.

Selecting and Tasking an Outside Evaluator

Many formal project evaluations call for an outside evaluator with a combination of technical knowledge, evaluation skills, and experience. The particular combination of qualifications generally depends on the issues explored during the evaluation. If the evaluator is recruited from outside of the host country, the Peace Corps project manager must also determine to what extent knowledge of the country itself and its national or local language(s) is important. The ability to write clearly and concisely in the language of the report (generally English) is also critical.

In order for an outside evaluator to function effectively, he or she must completely understand the Peace Corps project and what activities and outcomes are expected. The Statement of Work and a proper briefing/debriefing process before, during, and at the end of the consultation process should provide this information.

Contracting with the United States Government requires a competitive bidding process with high standards for sole-source justification. If you are contracting an outside evaluator, the Short Term Assistance Unit (STAU) in the Center can provide a list of candidates for the contract. For locally contracted evaluators, you may find qualified candidates through in-country resources or a growing number of regional evaluation associations

Appendices: Tips and Tools

A. Blank Monitoring and Evaluation Planning Worksheet
B. Sample Project Framework, M&E Plan, and M&E Planning Worksheets
C. Lists of Sample Indicators by Sector and Initiative
D. Description of Data Collection Methods
E. Steps to Design an Instrument
F. Sampling Strategies
G. Sample Data Collection Instruments
H. Reviewing Past Volunteer Efforts as a Tool for Training and Project Review
I. Analysis of Qualitative Data
J. M&E References
K. Monitoring and Evaluation-related Web sites
L. Glossary of Terms

A. Blank M&E Planning Worksheet

GOAL:	
Objective/Activity:	**Objective/Desired Change:**

What information do we need?	What are our M&E questions? (for this goal and/or objective)	
	What are our indicators of change?	
How will we find out?	What data collection methods will we use?	
	Who collects the data and when?	
What will we do with the information?	Who will use the information and how?	
	How will the information be disseminated?	

B. Sample Project Framework, M&E Worksheets and Plan

1. Sample Project Framework

Project Purpose

Women will improve their health by gaining access to quality heath services.

Project Goals and Objectives

Goal 1

Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.

Objectives for Goal 1:

Activities *What major activities will Volunteers and their community partners do?*	*Desired Change* *What knowledge, skills, attitudes, or behaviors, are expected to change because of these activities?*	*Long term Impact (Goal)* *What condition needs to occur to achieve the project's purpose?*
Objective 1:		Goal 1: Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target women.	This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.	
Objective 2:		
By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care needs.	This will result in 8 villages providing increased mental, physical, and financial support for maternal health activities.	

Sentence form:

Objective 1: By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target pregnant women. This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

Objective 2: By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care needs. This will result in 8 villages providing increased mental, physical, and financial support for maternal health activities.

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Goal 2:

Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.

Objectives for Goal 2:

Activities *What major activities will Volunteers and their community partners do?*	*Desired Change* *What knowledge, attitudes, behaviors, or skills are expected to change because of the activities of Volunteers and community partners?*	*Long term Impact (Goal)* *What condition needs to occur to achieve the project's purpose?*
Objective1:		Goal 2: Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.
By August 2002, Volunteers and community partners will have trained 100 nurses in health information, counseling, referral skills and pregnancy surveillance.	This will result in 20 nurses providing quality maternal health services to pregnant women.	
Objective 2:		
By August 2004, Volunteers and community partners will have identified, trained and supplied safe birthing kits to 300 Traditional Birth Attendants (TBAs).	This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in the target villages.	
Objective 3:		
By August 2004 Volunteers and community partners will have identified and trained 200 female community volunteers.	This will result in 40 female community volunteers providing health education to women in target villages.	

Sentence form:

Objective 1: By August 2002, Volunteers and community partners will have trained 100 nurses in information, counseling, referral skills and pregnancy surveillance. This will result in 20 nurses providing quality maternal health services to pregnant women.

Objective 2: By August 2004, Volunteers and community partners will have identified, trained and supplied safe birthing kits to 300 Traditional Birth Attendants (TBAs). This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in target villages.

Objective 3: By August 2004, Volunteers and community partners will have identified and trained 200 female community volunteers. This will result in 40 female community volunteers providing health education to women in target villages.

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2. Sample Monitoring and Evaluation Plan

Overall Focus of Project Monitoring

All project objectives, including major activities and outcomes, will be monitored throughout the life of the project. Project monitoring will focus on the following questions:

- Have the health clinics that Volunteers are working with developed and implemented strategic plans to provide health education to women? Why or why not?
- Has there been an increase in women attending the clinics? Why or why not?
- How many health service providers, including community decision-makers, nurses, traditional birth attendants (TBAs) and female community volunteers, have been trained in women's health and maternity care issues? Why?
- Of the health service providers trained, how many are now providing better support or services in either the clinics or communities? Why?

Methodology/Timing

- To address the first two questions, Volunteers and community partners will collect and review baseline information on the strategic plans during their first three months of assignment and on a quarterly basis thereafter. Volunteers and community partners will also review clinic attendance records and interview clinic directors on a quarterly basis. Volunteers will report this information to the APCD in the appropriate quarterly report.
- To address the third and fourth questions, Volunteers will keep and review training attendance records and conduct simple, interactive pre and post-tests. Within three months of the relevant training events, Volunteers and community partners will carry out interviews with and observe nurses, community decision makers, TBAs, and female community volunteers, and conduct a simple survey of new mothers. Volunteers will summarize attendance records, test results, interviews and observations to the APCD in the relevant quarterly report.

Implications for Training

- Volunteers will review the M&E plan during PST to clarify their roles and responsibilities—and those of other project stakeholders—in project monitoring.
- Volunteers will learn and practice PACA and other techniques for gathering and updating baseline information, including interviewing techniques.
- Volunteers will practice designing, administering, and analyzing the results from surveys and pre and post-tests.

Reporting and Use of Results

- Volunteers and community partners will report directly to clinic staff and to the different trainees during follow-up visits on a quarterly basis. Clinic staff and the trainees will use this information to revise their strategic plans and services and plan future activities.
- The APCD will share summarized results with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. The APCD, Volunteers and other stakeholders will then use this information to revise work plans, the project plan, and training content as necessary.

- The APCD will report monitoring results to PC/Headquarters in the PSRs. PC/Headquarters will then use the information to provide technical assistance and resources, and to share information with other posts, organizations, and agencies.

M&E PLAN GRAPHIC SUMMARY

WHO	ACTIONS	WHEN
Volunteers	1. Collect and review baseline information on strategic plans. 2. Review clinic attendance records and interview clinic directors. 3. Keep and review training attendance records and conduct simple interactive pre and post-tests. 4. Carry out interviews with and observe nurses, community decision makers, TBAs, and female community volunteers; conduct a simple survey of new mothers. 5. Report M&E results directly to clinic staff and trainees during follow-up visits. 6. Summarize attendance records, test results, interviews and observations to the APCD in Quarterly Volunteer report.	1. Quarterly 2. Quarterly 3. During training events 4. Within three months of relevant training events. 5. Quarterly 6. Quarterly
Community Partners	1. Collect and review baseline information on strategic plans. 2. Review clinic attendance records and interview clinic directors. 3. Keep and review training attendance records and conduct simple interactive pre and post-tests. 4. Carry out interviews with and observe nurses, community decision makers, TBAs, and female community volunteers; conduct a simple survey of new mothers. 5. Report M&E results directly to clinic staff and trainees during follow-up visits.	1. Quarterly 2. Quarterly 3. During training events 4. Within three months of relevant training events. 5. Quarterly
Clinic staff and trainees	Use M&E Information reviewed during follow-up visits by Volunteers and community partners to revise strategic plans and services and to plan future activities.	During and after follow-up visits
APCD	1. Share summarized results in written form with Volunteers and project stakeholders. 2. Review and discuss summarized results during ISTs. 3. Review and discuss summarized results with Project Advisory Committeee (PAC) 4. Use summarized results to make modifications to PST and IST training design as needed. 5. Report M&E results to PC/Headquarters in PSRs.	1. Quarterly 2. During ISTs 3. Twice a year 4. Before each PST and IST 5. By Nov. 1 each year
Project Advisory Committee (PAC)	Review and discuss summarized M&E results to identify any needed changes in project implementation.	Twice a year
Peace Corps Headquarters	Use PSR information to provide technical assistance and resources, and to share information with other posts, organizations and agencies.	During PSR reviews, operations planning, and on an ongoing basis

3. Sample Monitoring and Evaluation Worksheets

GOAL1:	Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals
Objective 1:	
Activity:	Desired Change:
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target women.	This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

What information do we need?	What are Our M&E questions? (for this objective)	1) How many of the 24 clinics have developed strategic plans to provide health education that target women? Why? 2) How many of the 24 clinics have implemented their strategic plans? Why? 3) In the 24 clinics, what has been the % change in numbers of women attending: 1 or more health education session or a pre- or post-natal counseling session? Why?
	What are our indicators of change?	1) # of clinics with strategic plans. 2) # of clinics implementing strategic plans. 3) % change in women attending: • 1 or more health education session • a pre- or post-natal counseling session.
How will we find out?	What data collection methods will we use?	1) Document review of clinics' strategic plans. 2) Interviews with clinic directors. 3) Document review of attendance records from clinics to determine number of women attending health education and pre- or post-natal counseling sessions.
	Who collects the data and when?	1,3) Baseline data will be collected by first Volunteer and community partner at each site within first three months of assignment. Results will be reported to APCD in 1st quarterly report. 1,2,3) Each Volunteer and community partner will review strategic plans and attendance records and interview the clinic director on a quarterly basis. Results will be reported to APCD in quarterly reports.
What will we do with the information?	Who will use the information and how?	1-3) Individual clinic staff to determine if target population is being reached and to revise strategic plans as necessary. Safe Motherhood staff at MOPH to determine success of initiative and allocate resources appropriately. APCD, Volunteers and other stakeholders to determine project success and revise project plan and work plans as necessary. PC/Headquarters to allocate resources and TA, and to share information with other posts, organizations and agencies.
	How is the information to be disseminated?	1-3) Volunteers and community partners will report directly to clinic staff on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to PC/ Headquarters in PSRs.

Goal 1, Objective 2:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care needs.		This will result in 8 villages providing increased mental, physical, and financial support for maternal health activities.
What information do we need?	What are our M&E questions? (for this objective)	1) How many community decision-makers were trained in the importance of maternity care and in how many communities? Why? 2) How have attitudes of community decision-makers changed? Why? 3) How many villages are providing greater support for maternal health activities? Why?
	What are our indicators of change?	1) # of community decision-makers trained. 2) % change in decision-makers' attitudes toward: • the importance of women being healthy • approval of women seeking health care services from male health providers • the importance of providing resources for women's health facilities and events. 3) # of villages providing greater support for maternal activities, such as: mental: permission for wives to seek and receive health care physical: improvement in facilities for women's health care (e.g., # of beds, special equipment, etc.) financial: amount of contributions to transportation and clinic fees
How will we find out?	What data collection methods will we use?	1) Counting of attendees at training events using attendance records. 2) Simple, interactive pre- and post-tests with training participants. 3) Structured observation and interview with training participants during follow-up visits. 4) Structured observation in villages.
	Who collects the data and when?	1) Volunteers and community partners will keep records of attendance at each training event and report the numbers in quarterly reports. 2-3)Volunteers will make follow-up visits to conduct structured observations and interviews three months after training event. Results will be reported to APCD quarterly.

What will we do with the information?	Who will use the information and how?	1-3) Decision-makers or Village Development Committees to observe changes in community and plan future activities. Volunteers and community partners to determine success and ways to change training as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and workplans as necessary.
	How is the information to be disseminated?	1-3) Volunteers will report to decision-makers or Village Development Committees on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report to PC/Headquarters in PSRs.

GOAL 2:	Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.
Objective 1:	
Activity:	Desired Change:
By August 2002, Volunteers and community partners will have trained 100 nurses in health information, counseling, referral skills and pregnancy surveillance.	This will result in 20 nurses providing quality maternal health services to pregnant women.

What information do we need?	What are our M&E questions? (for this objective)	1) How many nurses were trained in health information, counseling, referral, and pregnancy surveillance? Why? 2) How many nurses in how many villages are providing quality maternal health services to pregnant women? Why?
	What are our indicators of change?	1) # of nurses trained 2) # of nurses providing improved maternal health services, namely: A. offering services at times women are able to attend B. treating patients with respect C. listening to and counseling patients
How will we find out?	What data collection methods will we use?	1) Counting of attendees at training events, using attendance records. 2) Structured observation at clinics using checklist of quality care standards.
What will we do with the information?	Who will use the information and how?	1-2) Clinic staff to make changes in services provided. Safe Motherhood staff at MOPH to determine success of initiative and allocate resources as needed. Volunteers and community partners to determine success and ways to change training as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and work plans as
	How is the information to be disseminated?	1-2) Volunteers and community partners will report directly to clinic staff after observations and on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to PC/ Headquarters in PSRs.

Goal 2, Objective 2:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will have identified, trained and supplied safe birthing kits to 300 Traditional Birth Attendants (TBAs).		This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in target villages.
What information do we need?	What are our M&E questions? (for this objective)	1) How many TBAs were trained and provided with a safe birthing kit? Why? 2) How many TBAs are providing safe hygienic deliveries and in how many villages? Why?
	What are our indicators of change?	1) # of TBAs trained and provided with a safe birthing kit. 2) # of TBAs providing safe hygienic deliveries.
How will we find out?	What data collection methods will we use?	1) Counting of TBAs trained and provided with a safe birthing kit, using attendance and distribution records from the training events. 2) Survey of new mothers who were assisted by TBAs.
	Who collects the data and when?	1) Volunteers and community partners will keep attendance and distribution records at each training event. 2) Volunteers and community partners will conduct survey of new mothers in follow-up visits to villages within three months of training.
What will we do with the information?	Who will use the information and how?	1-3) TBAs to determine need for additional training and/or resources. Clinic staff to determine additional support needed by TBAs. Safe Motherhood staff at MOPH to determine success of initiative and allocate resources as needed. Volunteers and community partners to determine success and ways to change training as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and work plans as necessary. PC/Headquarters to allocate resources and TA, and to share information with other posts, organizations and agencies.
	How is the information to be disseminated?	1-3) Volunteers will report on TBA training and use of safe birthing kit to TBAs and clinic staff after each event. Survey results will be reported immediately following analysis of the survey. Results will also be summarized and reported on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to PC/ Headquarters in PSRs.

Goal 2, Objective 3:	
Activity:	Desired Change:
By August 2004, Volunteers and community partners will have identified and trained 200 female community volunteers.	This will result in 40 female community volunteers providing health education to women in target villages.

What information do we need?	What are our M&E questions? (for this objective)	1) How many female community volunteers were identified and trained? Why? 2) How many female community volunteers are providing health education to women in target villages? Why?
	What are our indicators of change?	1) # of female community volunteers trained. 2) # of female community volunteers providing health education to women in target villages.
How will we find out?	What data collection methods will we use?	1) Counting of attendees at training events, using attendance records. 2) Structured observation and interviews with female community volunteers during follow-up visit.
	Who collects the data and when?	1) Volunteers and community partners will keep attendance at each training event. 2) Volunteers and community partners will conduct structured observation and interviews during follow-up visits three months after training events.
What will we do with the information?	Who will use the information and how?	1-2) Female community volunteers to become more motivated and identify ways to improve work if needed. Clinic staff to determine additional support required. Volunteers and community partners to determine success and ways to change training sessions as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and workplans as
	How is the information to be disseminated?	1-2) Volunteers and community partners will report results to female volunteers during follow-up visits or regular meetings. Volunteers and community partners will share results with Clinic staff after each survey and on a quarterly basis. APCD will share consolidated data with stakeholders at ISTs, advisory committee meetings, and PSRs. APCD will report results to PC/ Headquarters in PSRs.

C. Lists of Sample Indicators by Sector and Initiative

When identifying indicators, it may be useful to refer to lists of possible indicators compiled by others outside your project. Such lists can help stimulate thinking and help stakeholders identify different types of indicators. However, stakeholders should always first identify and clearly articulate the changes or outcomes expected to occur as a result of the project. In the Peace Corps project framework, outcomes are identified at the objective level. This typically means that outcomes are changes in knowledge, attitudes, skills and/or behaviors for specific target groups. Indicators should then be identified that "indicate" progress toward achieving these outcomes.

In summary, indicators should be relevant to Volunteers' and communities' activities, specific, measurable or observable, and feasible to measure or observe given your circumstances and resources.

The following are sample or possible project outcomes at the objective level with relevant indicators for all Peace Corps sectors and initiatives. These lists are by no means exhaustive, but rather illustrate the range of possible outcomes and the logical relationship between project outcomes and relevant indicators.

1. Peace Corps Sectors

Agriculture

Possible Outcomes	Relevant Indicators
Cooperatives provide better services to their members.	• Existence of strategic plan • # of improved educational materials • # of hours of operation • Market information included in communications to members • Qualified extension staff on call during hours of operation • # of farmers trained/received certificates in x themes

Farmers practice recommended soil and water conservation techniques.	• # of farmers trained/received certificates
	• % of farmers using recommended techniques, including:
	  • living fences
	  • vegetative or residue cover during non-crop season
	  • burning field cover

Farm families have access to quality protein sources.	• # of families raising and eating rabbits • Amount of beans and meat in local markets • Level of milk productivity of cows and goats
Extension agents assist farmers in developing a farm management plan.	• # of agents offering training on sound farm management • # of farmers expressing interest in developing their own farm management plan • # of farmers with management plans
Women's group produces and markets hens and eggs.	• Quality of breeding stock • # of hens in flock • # of eggs marketed • Ways in which group has diversified income generating activities

Business Development

Possible Outcomes	Relevant Indicators

Students become proficient in at least two new business skills.	• # of students demonstrating they can complete two or more of the following types of activities:
	  • Design a marketing plan
	  • Analyze a set of financial statements
	  • Write a job description
	  • Develop a business plan
	  • Calculate the full-cost of producing a product or delivering a service

Businesses improve their operations.	• Better signs directing people to the business • Inventory arranged for customers' convenience • % of customers receiving a sales receipt
Businesses improve their products.	• Change in product quality • New products added
Businesses increase employment.	• # of business workers (full/part time, male/female, paid/unpaid, seasonal, family/non-family) • # of hours worked per week by business workers • Change in employment status (e.g. part time to full time) • Change in average annual wages for employment per business

Education

Possible Outcomes	Relevant Indicators
Students have expanded knowledge (of English, math, science, etc.).	• Test scores • # of students completing assignments • # of students participating in at least one practical per term • # of students working on long term academic projects (e.g. science fair, math olympics, debate team, etc.)
Teachers use innovative teaching strategies.	• # of teachers using new methods and/or materials • # of articles submitted to Education Newsletter from counterparts detailing new approaches • Test scores
Schools have improved resources.	• # of new instructional units (e.g. session plans, curricula, visual and learning aids, etc.) developed • # of new instructional units used in schools • # of teachers' guides developed • # of teachers' guides used in schools • # of times resource centers and resource materials are used
Using PACA and CCBI, communities, Volunteers and counterparts plan and implement community projects addressing local issues.	• # of lessons presented that incorporate community issues/activities into curriculum topics • # of community projects initiated • # of community members involved

Environment

Possible Outcomes	Relevant Indicators
Park rangers provide appropriate environmental education materials and orientation to visitors.	• # of educational materials revised by rangers based on research • # of rangers who restock their materials • # of rangers who can articulate the titles and content of educational materials • # of materials distributed to # of visitors
Farmers practice effective natural resource management.	• # of farmers who buy trees from local nursery • # of farmers who integrate leguminous plants into their cropping system • Level of water quality in local streams
Youth have greater appreciation for the natural environment.	• # of youths' families who recycle plastic products • # of times school yard is cleaned up • # of new and growing youth environment clubs • # of animals killed by youth
Farmers increase their use of forest for non-timber products.	• # of farmers who identify markets for herbs • # of new nature tourism enterprises • # and types of non-timber products managed by community
Environmental NGO develops administrative structure that contributes to sustainability.	• Existence of clear mission statement • Existence of strategic plan • # of fundraising efforts • % change in funding balance between grants and earned income • Efforts to develop board of directors • # of times board of directors meets to plan activities and determine policies • # of new members recruited • # of partnerships formalized with private and public, commercial and non-commercial, institutions

Health

Possible Outcomes	Relevant Indicators
Communicable Diseases	
Increase the number of children living past 5 years of age in communities.	• # of health professionals trained in Integrated Management of Childhood Illnesses (IMCI) • % of children under 4 months of age that are exclusively breastfed • % of children who are vaccinated against measles by 12 months of age • % of children fully immunized with BCG, DPT, measles, and polio vaccines by 2 years of age • % of children living past 5 years of age
Maternal and Child Health	
Pregnant women will have improved access to quality prenatal services offered by skilled health personnel in their community.	• Development and implementation of media campaigns to raise awareness of prenatal service availability and need in local communities • # of health professionals trained on issues related to prenatal care • % of pregnant women attended to by skilled health personnel during pregnancy

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Nutrition	
Substantial reduction of iron deficiency anemia among children and women.	• Availability of fortified flour in community • # of identified cases of children and women with moderate to severe anemia • Efforts of collaboration with MOH, UNICEF, & NGOs to promote iron tablet production, distribution, and consumer demand
Reproductive Health	
Peer education programs will provide reproductive health education workshops in communities.	• Development of a relevant training curriculum • # of peer educators selected and trained • Quality level of practice teaching sessions on specific reproductive health topics • # of promotional IEC resources produced and disseminated • # of reproductive health education workshops conducted in # of communities
Substance Abuse	
Develop an alcohol and smoking cessation program for adolescents.	• Development of educational resource materials addressing the negative effects of alcohol and cigarette use • # of media events organized in the community to raise awareness • # of peer educators trained to conduct education seminars • Incidence of alcohol and cigarette use among adolescents

Water and Sanitation

To make efforts more sustainable, a growing trend among Peace Corps water and sanitation projects is to focus on three general goal areas:

1) increase community members' knowledge of water and sanitation-related diseases and communities' abilities to identify their own environmental health needs;
2) increase communities' access to potable water and/or sanitation facilities; and
3) strengthen the capacity of communities to operate, manage and maintain water sources and/or sanitation facilities.

The following outcomes and related indicators build upon these three general areas.

Possible Outcomes	**Relevant Indicators**
Knowledge	
Community members will increase their knowledge of water and sanitation issues.	• # of community members trained • % of community members identifying: 3 methods to stop oral-fecal transmission; 3 methods to prevent Guinea worm transmission; 3 methods to prevent malaria
Access	
Trained local masons and artisans will improve existing or construct new wells, water jars, rain water cisterns, latrines and waste disposal areas.	• # of local masons and artisans trained • # of improved or newly constructed: 1. wells 2. water jars 3. rain water cisterns 4. latrines 5. waste disposal areas

Maintenance	
Trained committees will collect, record and use funds for the maintenance and repair of water supplies and sanitation facilities.	• # of committees trained • % of committees collecting and recording funds • % of committees using funds to maintain or repair water supplies and sanitation facilities • Ways in which committees have used funds to maintain and repair water supplies and sanitation facilities

Youth Development

Peace Corps youth projects are encouraged to focus on positive youth development, where youth are viewed as people with potentials to develop and not as problems to remove. Therefore, in positive youth development we look mainly at positive expected outcomes and indicators. The following sample outcomes and indicators reflect this approach and follow the generic purpose statement: "To prepare and engage youth for their roles within: family life, the world of work, and active citizenship." The samples also cover the capacity building levels youth development projects often target: individual youth, families, youth workers, organizations and communities.

Possible Outcomes	**Relevant Indicators**
Family life/Health	
Youth practice positive health behaviors.	• # of youth trained • % of youth delaying sexual activity • % of youth practicing good hygiene
Extended or foster families support and integrate orphans.	• % of orphans receiving adequate food, clothing, and shelter • % of orphans feeling cared for and loved • % of families conducting family tasks cooperatively
Youth worker practices skills that increases youth self-esteem.	• # of youth enrolled in classes and programs offered by youth worker • % of youth going freely and with excitement to youth worker • % of youth who report they "feel good" around youth worker
Youth group plans and conducts peer education health training.	• # of students youth group recruits and trains as peer educators • % of students who conduct peer education activities
Community provides access to quality recreational/sports facilities for youth.	• # of sports and recreational playing fields and buildings • # of organized games and leagues • Existence of systems and budgets for maintenance of facilities
World of Work	
Youth are engaged and achieving in school, vocational classes, or work in apprenticeship programs.	• # of students attending classes • % of students working in classes • Performance of students in classes

Parents and guardians are actively involved in helping children succeed in school or in the job.	• % of parents who ensure children have:
	  • school or work clothes
	  • needed materials such as books
	  • expectations on attendance
	• Ways in which parents support students or youth worker

Youth worker practices skills to develop education programs for literacy, numeracy, instructional technology and vocational skills.	• Level of quality of youth worker's program design, coordination and execution • Level of quality of youth worker's training designs

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Alternative schools organize, plan and conduct effective vocational training.	• # of classes offered • # of youth who seek to register in school • % of employers of graduates satisfied with skills and work habits of graduates
Community provides access to basic education and job training for youth.	• # of new openings and opportunities for youth employment • Coordination efforts among education, labor and social welfare agencies to provide education and job training opportunities
Citizenship	
Youth conducts community service every week.	• # of youth performing # of community service hours • Ways in which youth serve their communities • Ways in which youth value their communities
Adult family members encourage and support youth to do community service.	• % of parents who cook, send food, provide other in-kind support to youth • Ways in which families support youth to do community service
Youth worker organizes community service activities.	• # and type of community service activities organized • # of youth participating in community service activities organized by youth worker • Ways in which youth worker engages youth in planning projects
Youth conservation corps contracts for fees and delivers environmental services.	• # of project contracts that stipulate fees-for-service • # and types of projects conducted • Satisfaction level of youth participants with projects • Satisfaction level of contractors with services delivered
Community provides youth with useful roles in community service.	• # and types of community service opportunities community provides • # of youth participating in community service • % of youth feeling valued by their community

2. Agency Initiatives

Disaster Preparedness and Mitigation Indicators

The following possible outcomes and relevant indicators for Disaster Preparedness and Mitigation focus on the organizational level. Individuals and families rarely have the necessary critical mass and lack adequate institutional capacity to address problems of this magnitude. For these and other reasons, Peace Corps efforts in these areas primarily work toward strengthening the capacity of service provider organizations.

Possible Outcomes	**Relevant Indicators**
Disaster Preparedness	
Local service provider organization (SPOs) provides support in Disaster Preparedness to respective communities.	• # of SPOs trained • # of communities served by SPOs • # of inhabitants served by SPOs • # of communities that develop emergency preparedness plan • # of communities who successfully implement plan after a natural disaster
Disaster Mitigation	
Local service provider organization provides support in Disaster Mitigation to respective communities.	• # of SPOs trained • # of communities that conduct threats assessment • # of communities that implement mitigation plan • Changes in sophistication, range and targeting of disaster mitigation activities undertaken

Environmental Protection and Biodiversity

Possible Outcomes	Relevant Indicators
NGOs will provide appropriate biodiversity services to local communities	• # of environmental education classes • # of local workshops on identifying plant species • ability to monitor ecologically sensitive species such as fish and coral
NGOs improve the sustainability of local biodiversity-based economic activities	• # and type of available nature tours • # of craft enterprises using locally available materials
Farm families will adopt practices that mitigate impact on biodiversity	• # of acres burned • # of acres of forest cleared of old trees • type of tree species used for firewood • type of nets used for fishing

Girls' Education

Possible Outcomes	Relevant Indicators
Girls improve their knowledge in academic subjects.	• Test scores • Scores on written and oral assignments • # of girls attending extra help sessions
Retention rates for girl students improve.	• # of girls enrolled • # of girls staying in school
Girls improve their levels confidence and self esteem.	• # of girls involved in extra curricular activities • # of girls assuming leadership positions (prefects, in camps, etc.) • # of girls involved in mentoring programs • # of girls volunteering answers in class

HIV/AIDS Prevention

The following sample outcomes and indicators relating to HIV/AIDS prevention are based on a behavioral change model. Many studies indicate that awareness and knowledge of HIV is high in communities but that people continue to practice risk-taking behaviors. Therefore the examples given show a progression from knowledge, attitudes, skills to behavior change. These changes may be targeted at a specific population at risk (individuals or communities) or at those who may be able to influence others (service providers or organizations). The later outcomes and indicators would focus more on capacity-building than on actual risk-reduction behaviors. Process outcomes relate to the work conducted by the Volunteers and counterparts rather than changes in the population at risk.

Possible Outcomes	Relevant Indicators
Process	
Volunteers and community partners will conduct peer education training on HIV/AIDS transmission and prevention.	• # of trainings conducted • # of peer educators trained • Level of participant satisfaction with the trainings

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Knowledge	
Adolescents both in and out of school will increase their knowledge of HIV transmission and prevention	• % of peer educators trained able to conduct a presentation that includes correct information on HIV transmission and prevention • # of youth reached by peer educators able to state 3 correct modes each of HIV transmission and prevention
Attitude	
Adolescents engaging in risk behaviors will decrease their denial related to self-perceived chances of contracting HIV.	• % of youth reached by program who identify their behaviors that could put them at risk for HIV
Skills	
Adolescents will increase their ability to protect themselves from HIV.	• # of youth able to demonstrate effective refusal skills in a role-play
Behavior	
Adolescents will reduce their risk for contracting HIV.	• % of peer educators who practice abstinence in year following the training • # of youth reached by peer educators who state they used a condom the last time they had sex

Information Technology

Possible Outcomes	**Related Indicators**
Students will use computers to supplement classroom learning.	• Computer lab has a ratio of 1 computer to 10 students • # of students observed using computers at least once a week • % of assignments turned into teacher that are printed from computers • # of students participating in World Wise Schools, GLOBE, I*EARN and other collaborative activities with students in other countries
Business owners will be able to use the internet to gather up-to-date market information and to transact business.	• # of business owners with internet access with email • # of business owners who can identify web sites that provide market information • # of business owners that use email to communicate with retail customers and with suppliers or wholesale buyers
Health care workers will be able to accurately assess the health needs of their target communities.	• # of health clinics with records stored in a database • # of health care workers accessing database records for use in planning meetings
Health care workers in all districts will be able to communicate with each other.	• # of health clinics with email capacity • # of health workers registered on listservs
Park rangers better manage access to fragile ecosystems within the park.	• Park has a visitor database • Park has a system in place for limiting visitor access when needed • # of park offices with a computer linked to wide area network • # of park rangers using computer generated information for ministry reports
Schools at the district level are able to share teaching resources.	• # of school computers with email • # of available disks with lesson plans • # of video taped teaching demonstrations

Municipal Development

Possible Outcomes	Relevant Indicators

Municipalities have improved organizational dynamics.	• # of staff meetings regularly held that follow agendas and action plans
	• # of municipalities that have:
	  • Pre-determined work schedules for staff
	  • Regularly scheduled appointments/meetings
	  • A staff evaluation system
	  • An organizational chart for the municipal staff

Municipalities increase opportunities for civic participation.	• # of communities involved in municipal processes such as determining watershed management • # of times community leaders are consulted for decisions on items such as building codes • # of municipalities that participate in regional and national fora • # of community coordinated projects

Municipalities develop ordinances responsive to community needs.	• # of municipalities that have ordinances in:
	  • Zoning
	  • Market hygiene
	  • Building codes
	  • Animal control
	  • Solid waste control
	  • Revenue collection

Municipalities adopt improved planning practices.	• # of participatory planning meetings with communities
	• # of municipalities that:
	  • develop multi-year strategic plans and annual action plans
	  • develop department and individual staff annual workplans
	  • update plans regularly
	  • coordinate plans with national and regional governments

Municipalities engage in improved public awareness and communication.	• # of municipalities that:
	  • develop a transparent system for sharing budget information and project decision making
	  • create and disseminate pamphlets, posters, newsletters and other promotional materials, including the use of public bulletin boards, related to citizen participation and local development activities
	  • work with youth at local schools to promote civic education and citizen participation activities
	  • participate in exchanges among Municipal leaders
	  • inform staff of decisions routinely

Polio Eradication

Possible Outcomes	Relevant Indicators
Increased awareness of acute flaccid paralysis (AFP)	• # of health professionals trained in AFP surveillance • # of radio announcements discussing AFP • % of community members identifying conditions of when polio transmission is most likely • % of community members identifying symptoms associated with AFP

Increased practice of acute flaccid paralysis (AFP) prevention strategies	• % of children under 5 years of age receiving two doses of OPT one month apart, regardless of their prior immunization status • # of national immunization days or mop-up campaign activities implemented • # of cities/towns/villages with completed inventory of cold chain equipment/needs • % of weekly or monthly district level surveillance reports received at national MOH level

D. Description of Data Collection Methods[3]

Individual Interviews: Semi-structured interview with an individual person to collect detailed information on his or her knowledge, opinions, beliefs, and feelings. Individual interviews are often conducted with key informants or individuals that have extensive experience and knowledge on the topic of interest. The interviewer usually uses a written interview guide to direct the discussion.

Conversational Interviews: Informal and unstructured conversation with an individual or group of individuals, in which the interviewer casually asks questions instead of reading from an interview guide. The purpose is for respondents to feel comfortable to answer questions as honestly as possible.

Focus Groups: Interviews of 6-12 people who share certain traits with each other. Focus groups can provide detailed information of people's experiences, feelings, and preferences about specific topics. The facilitator raises specific issues and uses probing techniques to solicit the group's opinions and feelings about the issue.

Group or Community Meeting: Less structured than focus group discussions, conducted during the course of a meeting, and often attended by a mix of community members. They provide a forum in which project participants can express how the project has affected them individually and collectively.

Community or group meetings provide an opportunity to collect information from a large group of individuals. This technique requires good facilitation skills in order to keep the discussion on the topic. You will need both a facilitator and a recorder in order to capture the data accurately. A group meeting could be in the form of a discussion or an activity such as community mapping.

Survey questionnaire: Systematic collection of people's self-reported information. Surveys ask respondents specific questions either through fixed-response categories where respondents select the most appropriate answer from a list of possible answers or open-ended questions where respondents answer questions in their own words. Surveys can be administered by an interviewer interviewing a respondent or by the respondent reading and writing the answers to the questionnaire themselves.

Observation: Systematic method for watching people or events and recording the observations. Examples include observing mothers feeding their children, trained teachers using a new curriculum, and farmers using new soil management techniques. While an activity is occurring, a trained observer records what he or she sees usually using a checklist or taking descriptive notes. The observation can include information on the setting, the behavior of those being observed, and what people say.

Observation is a common method conducted during site visits, using an informal checklist of items. Other observation methods include photography and video taping.

Document Review: Collection and analysis of information from written documents. Depending on the project, useful documents may include project plans, monitoring reports, staff activity reports, government reports and statistics, accounts and financial records, correspondence, minutes of meetings, etc. In some document reviews, the specific documents that are needed can be easily identified and read in their entirety. In other document reviews, such as reviewing patients' charts in a health clinic, it may be necessary to review a sample of documents.

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[3] Adapted from Rugh, J. (1986)

Depending on the information needed, the documents can be reviewed for descriptions and quotes or can be summarized using more structured counts or tallies.

Tests for knowledge and skills can be used to assess what both school children and adults may have learned from the project.

Creative expression such as drama, role-plays, songs, dances and drawings, can often in culturally appropriate ways communicate participants' views and attitudes toward a project.

E. Steps to Design an Instrument

Adapted from Project STAR, technical assistance provider to AmeriCorps.

1. Identify the information needed
2. Choose a type of instrument
3. Create the questions
4. Format your instrument
5. Test your instrument

Step 1. Identify the information needed

Before you begin developing your instruments, you must decide what type and how much information you need. Remember, there are things that are *nice* to know and things that we *need* to know. Think about your objectives. What type of information do you need to indicate your progress in the process and outcome of the objective? Ask yourself the questions below to help guide your decisions about what type of instrument and questions to design.

Ask yourself the following questions:	Suggested Means to get this information:
Do you need information from existing records?	Consider using a tally sheet
Do you need to know whether something (an idea, opinion, or behavior) exists?	Consider a checklist or YES/NO format
Do you need to assess knowledge or skills?	Consider a test or observation form
Do you need to get a rating such as quality or satisfaction?	Consider using a scale of number or phrases
Do you need details about something?	Consider asking an open-ended question
Do you need to be able to ask follow up questions?	Consider using a person to person format, such as an interview or focus group

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2. Choose a type of instrument

Select the type of instrument that gathers the most direct information for your project without imposing to great a burden on you or the people providing information. For example, it would not be appropriate to design a written questionnaire to collect information from a non-literate group of participants.

Questions	Direct Method	Less Direct Method
Do you want to change **knowledge**? "what people know"	Tests Skill Assessments Skill Observations Grades	Self-report of Knowledge Other's report of knowledge (questionnaire, interview, focus group)
Do you want to change **attitudes**? "what people perceive or feel"	Self Report of changed attitude (questionnaire, interview, focus group)	Other's report of changed attitude (questionnaire, interview, focus group) Observation records (checklist)
Do you want to change **behavior** or **skills**? "what people can do"	Observations Records (attendance, financial)	Self-report of changed behavior Other's report of changed behavior Self-report of changed attitudes toward a behavior (questionnaire, interview, focus group)

3. Create questions

The type of questions you ask and the type of response you want will depend on your information needs, as well as the time and tools you have available to conduct the analysis. Questions that have limited possible responses such as multiple choice or yes/no, for example, will require less effort to analyze than open-ended questions.

Before you write your questions, think about the following:	Example:
Choose methods that are accessible to participants	Don't use written surveys for people who can't read
Use simple language and eliminate extra words. Don't use slang or highly technical terms. Avoid acronyms!	"In your view is the proposed environmental education curriculum an effective pedagogical strategy?" versus "Is the environmental education training a good teaching tool?"

Before you write your questions, think about the following:	**Example:**
Avoid "double-barrelled" questions. Avoid the use of "and" in the question.	"Do you understand the causes of HIV/AIDS and what do you do to prevent transmission?"
Avoid biased and value laden words or phrases	"How good was this training?" versus "Please rate the quality of this training."
Ask sensitive questions only when necessary and choose your wording carefully.	"Are you a big landowner" (too personal and too vague) "How much land do you own?" (too direct) "Circle the approximate size of your land holdings: less than a hectare, 1-5 hectares, above 5 hectares."
If you use multiple choice questions, be sure the choices are mutually exclusive and clearly different.	"What is your source of water: 1) a nearby stream, 2) a nearby river, 3) a common tap, 4) a tap in your house." (stream and river could be the same, a common tap might be located in someone's house)
Be sure that the respondent is capable of answering the question.	"How many businesses are there in your community?" versus "How many businesses do you work with?"
Be specific	"What is the main activity of youth age 8 to 12?" rather than "What is the main activity of older youths?"
Use clear wording	Words such as "regularly" and "occasionally" mean different things to different people.
Avoid questions that are overly precise or difficult to answer with specificity	"How many times did you eat out last year" would be very difficult to answer. Provide the respondent with a choice or a range of answers to answer from.

4. Format your instrument

There are four main parts of an instrument you want to make sure to include: the title, the directions, the questions and the demographics. Even if you are the only one filling out the instrument, for example, a site visit observation, include the title and directions so that anyone coming after you can make correct use of the instrument.

Title: Use a clear, concise title that reflects the content of the instrument.

Directions: Explain how to fill out the instrument and, if necessary, where and how to return it.

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Questions: Use any type and combination of questions you wish (e.g., scale, yes/no, open ended), but only ask questions for which you need the information.

Demographics: Include questions that will allow you to accurately identify the respondent. Don't ask for any demographic information (e.g., age, educational level) that is not relevant to the topic of the questionnaire.

For instruments that will be handed to a respondent, it is helpful to also include an introduction that explains the purpose of the instrument, the confidentiality, and how the information will be used.

When formatting the instrument, think about the following:
• Use a font big enough for your participants to read.
• Keep the questions and the answer options together on the same page.
• Don't crowd questions together.
• Allow enough space for respondents to write when using open ended questions.
• Use graphics or icons, if possible.
• Always allow room for comments, concerns, or suggestions.
• Keep the same type of questions grouped together.
• Keep scales or ranks consistent throughout the instrument

Once the instrument is formatted in English, then, depending on the type of instrument, you may want to translate the instrument into local languages.

5. Pre-test your instrument

It is very important to test your instrument. The idea is to simulate actual data collection procedure. The following are some guidelines for you to conduct a test of an instrument.

Find participants (4-5 people) from the group you will be surveying or interviewing.

Arrange for these participants to complete the instrument (or be interviewed) in conditions as close as possible to the actual conditions under which the instrument will be administered. Consider time of day, location, and method. It is a good idea to record the time it takes to complete the instrument, especially if it is written.

After each participant completes the instrument, arrange a time to discuss the experience. This may take 2 to 3 times as long as it took to complete the instrument. The following are some questions you might want to ask:

Overall Questions	Individual Questions	Logistical Questions
What do think this survey (or other method) is about?	Do you think participants will understand how to answer?	Are the directions clear?
What problems, if any, did you have in completing the instrument?	Is there any language in the survey that people you know might not understand?	Do you understand how to return the instrument?
Considering the information provided, do you understand how the information will be used?	Do you think participants will find any of these questions too sensitive?	How long did it take to complete the instrument?

Collect the completed instruments. Read through the responses. Did respondents interpret the questions the way you intended? Try to analyze and present results of the pilot test the way you intend for your actual instrument.

- Share results of the test with other stakeholders who will be using the data. Ask your stakeholders if this instrument provides the data to answer their questions?

- Modify the instrument based on the information you have gathered.

- Ask your colleagues to review the instrument with you.

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F. Sampling Strategies[4]

Selecting a representative sample can be complicated and there is no one way to do it. There are, however, several common steps to follow.

1. Decide if a sample is needed. If the source of information is small enough, then information can be collected on all the members or objects. In this case, a sample is not necessary.

2. If a sample is needed, define the sampling frame. This is a complete list of the members or objects from which the sample is to be selected. A sampling frame might be a list of households in a community, participants in a particular project, latrine sites in a region, or records in a set of clinics.

3. Select an appropriate sampling method. There are two general types of sampling methods: purposive and probability. Which one you choose depends on what sort of information is needed and the extent to which you want to generalize the information.

Purposive sampling is when you choose whom or what to include in the sample based on some carefully predefined, qualitative criteria. This method is often used when you want to learn something in-depth about particular circumstances although a great deal can be learned from purposive samples, the conclusions you make cannot be accurately generalized to the rest of the source of information or population.

Probability sampling is the other method for selecting samples where all members of a source have equal chance of being chosen. This method is used when you want to obtain results that can be generalized to all those members of a population. There are three commonly used probability methods: simple random sampling, systematic sampling, and stratified sampling. Which method you choose depends on how accurate you need your conclusions and generalizations to be, how large and diverse the source of information or population is, the amount of resources available, and the method of data collection being used.

- **Simple random sampling** is when you choose a specified number of members or objects from the sampling frame. For example, this can be done by writing all the names of a community on slips of paper, putting the slips into a container and mixing them up well, and then asking community members to blindly draw pieces of paper until the desired sample size is obtained. Other ways to obtain a simple random sample is by using a table of random numbers or to use a computer program such as Microsoft Excel to randomly select the sample.

- **Systematic sampling** is when you select every *nth* member or object from the sampling frame. For example and depending on the size of the sample, you select from a list of all households in a community every 5th, 10th or 15th name to interview. Or with hospital charts, you choose every *n*th chart to review.

- **Stratified sampling** is when the sample is chosen from different strata or sub-groups of a population or a community. In an agriculture project, sub-groups might be vegetable farmers, livestock farmers, and poultry farmers. This method is used when you need specific information from each sub-group. To select a stratified sample, you need to first decide the sub-groups. You then need to determine the sampling frame for each sub-group and then select individual members or objects by using simple random or systematic sampling.

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[4] Adapted from Larson, P. and Svendsen, D.S (1996).

Determining Sample Sizes

Determining an appropriate sample size depends on a number of factors, including the sampling strategy you are using, the desired degree or accuracy and confidence level, and total population size. Thus, when selecting a sample, it is a good idea to consult with someone who is familiar with sampling issues. This could be an in-country statistician or an Evaluation Specialist at Peace Corps Headquarters in the Center for Field Assistance and Applied Research. You can also use several statistical computer software programs such as *EpiInfo,* available for free via the Internet, from the Centers for Disease Control and Prevention.

G. Sample Data Collection Instruments

- First Periodic Report Form for Volunteers (Peace Corps Morocco Maternal and Child Health Project)
- Periodic Report Form for Volunteers (Peace Corps Tonga and Morocco)
- Peace Corps "HIV/AIDS Project" Focus Group Guide
- Peace Corps "School Health Project" Baseline Survey
- Peace Corps "Youth Project" Key Informant Interview Guide

First Periodic Report Form for Volunteers (Peace Corps Morocco Maternal and Child Health Project)

Note: The Health project in Morocco uses this fairly extensive format for the first periodic Volunteer report, due three months after Volunteers swear in. Later reports are not as long. This first report gathers information on cultural adjustment, site adjustment, status regarding individual work plans, baseline community data, retrospective PST assessment and recommendations for IST content. A quick response is sent to Volunteers once reports are received. In addition, site visits are scheduled within a month or two of the report. Staff write ideas, reactions, and/or suggestions on the report, review the report before they reach each site, and use the report as a basis for discussion during the site visit. This encourages Volunteers to submit prompt, information reports and also helps staff gain important information on a number of topics early.

HEALTH SECTOR

FIRST SITE REPORT

Due Date: December 31

INTRODUCTION

During your two year service, you are requested to submit periodic progress reports for your job assignment. These reports will be used to monitor and evaluate project progress and are an integral part of the overall evaluation process. It is also an additional communication channel between you, your APCD, the Ministry of Health and other agencies involved in the Project.

Please complete your Site Report by the due date and send it to you're APCD. Keep a copy of it so that you can refer to It when you write your next report. The report is intended to further our understanding of the following:

A) the realities of the project at the site level

B) training needs

C) adjustments needed to improve the project

D) progress towards achieving project goals

We would greatly appreciate it if you could type your reports. The information will be compiled and the reports will be filed in the Peace Corps office. For different parts of the report, would you please use separate sheets of paper so that they can be passed on to the appropriate staff members when needed? (e.g., language, administration, medical).

SUGGESTED FORMAT

The following format is specific to this first report. Later on, we will be communicating to you the appropriate format for the next site reports.

Please put the following information at the top of your report

Hygiene Sanitation Project

Site Report #1

Name:

Site:

Counterpart's name:

Date of submission

Then, try to answer the following questions. In each part of the report, you may want to add other specifics or to generate your own format to provide answers. Feel free to do so. Would you please number and label each page clearly: **name, report # and page #**.

PART ONE: PROJECT PROGRESS

1. How much do you know about your site? Discuss geographical limits, name of Douars and towns, population size, main water supply and sanitation problems, health facilities and services available, schools, etc. Did you collect any indicators or statistics describing the situation in your site in terms of hygiene and sanitation or waterborne diseases?

2. What activities were you involved in during these first three months? What was your role?

3. Explain factors or facts which helped/hindered you in your work during the past three months and discuss strategies you will be applying to improve your effectiveness.

4. What are you intended activities for the next three months?

5. Do you have any recommendation/request for special technical assistance or support at this time?

PART TWO: SOCIAL/CULTURAL ISSUES

1. Describe your social/cultural adjustment. Discuss difficulties and successes you've experienced In adjusting to your community.

2. About which social/cultural areas do you wish you had more information or understanding?

3. Describe your current language skills/capabilities. discuss difficulties and successes you've had In learning your language and your plans for continuing your language development.

4. Give specific suggestions for how you might be supported in these areas (cross-cultural and language issues).

PART THREE: MISCELLANEOUS

Please add anything you would like to request/discuss/share with your APCD or any other member of the PC staff at this time. Do you have any special requests, concerns, issues, suggestions? (If you prefer, you may send a personal note instead of including this section in the report).

PART FOUR: SPECIAL ASSIGNMENT

After three months on the job, you should be better able to review the effectiveness of your preparation In PST. Now you have some experience and frames of reference, and in light of the realities of your job and social responsibilities:

1) What was particularly effective in your PST?

2) What was not effective and should be changed?

3) What other recommendations would you make for those designing the next PST for your project?

4) What would you suggest as topics/areas to be addressed during the ISTs.

Sample Volunteer Periodic Report Form (Peace Corps Tonga and Morocco)

Note: a copy of the project framework is attached and Volunteers are asked to fill out the report with their counterparts

PROJECT REPORT

Name of Volunteer____________________ **Community Partner** __________________________

Date submitted __________ Period Covered: beginning of period ______________ end of period ______________

Goals & objectives activity helps to achieve, example G2.3	Please indicate all activities in which you have worked with local colleagues to meet these goals and objectives. Examples of activities: one-on-one contacts, discussions, coaching sessions; group workshops or trainings; classes; club or association meetings, community events; or production activities such as tree planting, etc.	Estimated Hours of Activity	Individuals				Service Providers or Professionals		Names of Organizations and/or communities assisted.	Describe any known outcomes of the activity—changes in knowledge, skills, attitudes, or behaviors.
			M	W	G	B	M	W		

PEACE CORPS/MOROCCO

MATERNAL HEALTH PROJECT

QUARTERLY REPORT

Directions: This report is an opportunity for you to reflect on your work. The report is a useful tool for the monitoring and evaluation of the project, and helping to determine appropriate directions for individual work and the project in general. It is an opportunity for you to tell your stories and to share this information with stakeholders. The data, information and stories gathered from these reports assist us in writing the Project Status Report (PSR), which is a tool for reporting project information to Peace Corps/Headquarters, the Moroccan government, and other interested institutions and individuals.

Feel free to expand on your answers to any of the questions. Do not worry about completing questions about areas you are not active in. If you have questions for me regarding any activities, please include these on any part of the report and I will do my best to respond as soon as possible. You will receive feedback on this quarter's report with a copy of next quarter's report. Please return this by JUNE 1, 2001. I will share the aggregated results with you during our next IST.

Volunteer Name: Site: Region:

Quarter: 1 2 3 4 5 6 7 8 (circle one)

PART I: PROJECT GOALS/OBJECTIVES

GOAL 1 : Pregnant women in the target regions will seek pre-and post-natal care and assistance during pregnancy from trained professionals.

OBJECTIVE 1: By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target pregnant women. This will result in a 20% increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

Name of Clinics	Strategic Plan Developed? Yes/No	What parts of the strategic plan have been implemented in the past quarter? Comments?	% change in women attending sessions
			_____ **Health Education** _____ **Pre-natal Counseling Session** _____ **Post-natal Counseling Session** _____ **Other:**
			_____ **Health Education** _____ **Pre-natal Counseling Session** _____ **Post-natal Counseling Session** _____ **Other:**
			_____ **Health Education** _____ **Pre-natal Counseling Session** _____ **Post-natal Counseling Session** _____ **Other:**
			_____ **Health Education** _____ **Pre-natal Counseling Session** _____ **Post-natal Counseling Session** _____ **Other:**

Plans for next several months:

OBJECTIVE 2: By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care needs. This will result in 8 villages providing increased mental, physical, and financial support for maternal health activities.

# of Training Events	Topic	#Attending (M/F) /Name of Village(s)	Who attended (i.e., role in the community)

Results of Attitude Pre- and Post-Tests (% change)

____ importance of women being healthy

____ approval of women seeking health care services

____ importance of providing resources for women's health

Results of Observations and Interviews (include number of villages providing greater support for maternal services and type of services now available)

Plans for next several months:

GOAL 2: Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.

OBJECTIVE 1: By August 2002, Volunteers and community partners will have trained 100 nurses in information, counseling, referral skills, and pregnancy surveillance. This will result in 20 nurses providing quality maternal health services to pregnant women.

OBJECTIVE 2: By August 2004, Volunteers and community partners will have identified, trained, and supplied safe birthing kits to 300 Traditional Birth Attendants (TBAs.) This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in target villages.

OBJECTIVE 3: By August 2004, Volunteers and community partners will have identified and trained 200 female community volunteers. This will result in 40 female community volunteers providing health education to women in target villages.

	#Trained	Training Topics	# of Birthing Kits provided	# meeting quality care standards	Other Materials Provided
Nurses			■		
Community Volunteers			■	■	
TBAs				■	

Community Volunteer Interview Results: (include information on who was interviewed and any reported health education activities)

Other Observations:

Nurses:

Community Volunteers:

TBAs:

Results of New Mother Survey:

Types of assistance:

Quality of assistance:

Additional needs:

Willingness to call on TBAs again:

Plans for next several months:

PART II: YOUR LIFE IN THE PEACE CORPS

1. What were your successes this quarter? Please share any stories that help illustrate your successes!

2. What were your challenges? How did you address them? How can I help?

3. What are your personal goals (cross-cultural, language, health) for next quarter?

4. What are your professional goals for next quarter?

5. Additional comments regarding your site, community, other activities, concerns and/or issues, ... please use another sheet if necessary. Please highlight any issues that might require action on my part.

Peace Corps HIV/AIDS Project

Focus Group Guide

Name of Moderator: ____________________ Date: ____________

Location of focus group: ____________________

List of participants and affiliation:

Introduction:

Introduce yourself

Share the purpose of the focus group: *To collect information on successful HIV/AIDS prevention and care activities.*

Share norms of focus group – respect for each person's opinion, opportunity for each person to share, speak one at a time, there are no "right" or "wrong" answers, move through all the questions.

Questions: [if more than one focus group is done, you should ask the same questions, in the same order to each group]

1. *How has HIV/AIDS affected your community?*
2. *How has the community responded to HIV/AIDS?*
3. *What activities have been successful in helping the community to care for those infected by AIDS? What has made these activities successful?*
4. *What does this community need most now for its efforts to care for those affected by AIDS?*
5. *What activities have been successful in helping the community prevent other people from getting infected with HIV/AIDS? What has made these activities successful?*
6. *What does this community need most now for its efforts to prevent other people from becoming infected?*
7. *Which people in the community do community members trust and respect on the topic of HIV/AIDS? How have these people been influential?*

Peace Corps Youth Project

Key Informant Interview Guide

Name of interviewer______________________________ Date __________

Name of key informant ________________________________

Community/organization ____

Role

____

Explain the purpose of the interview.

Topic 1: Youth living in group home

Why do youth come to live there?

What does this mean for families in the community?

What types of activities have you seen the youth and PCVs working on together at the group home?

Topic 2: Youth living on the street

What can be done to encourage them to come to the group home?

What is their involvement with community institutions such as the church and schools?

Peace Corps School Health Project

Baseline Survey

Adapted from Proyecto Escuelas Saludables, PC/Guatemala

This questionnaire should be completed by the School Director with the help of the PCV.

Date:

Name of PCV:

Name of School Director completing the evaluation:

Name of School:

Community: Town: Province:

# of Students: # of Teachers: # of Classrooms:

Instructions:

Below you will find a series of boxes in which you should record health conditions in the school. Place a check in the YES or NO columns or write in a number in the appropriate box. If the condition doesn't exist or is impossible to evaluate, for example, there is no waste can in the patio, write in "NA" (not applicable). Record observations related to the topic heading or provide detail about the specific topics in the box labeled "Observations".

1. Trash Disposal

Condition of the School	Quantity	Yes	No
Number of classrooms with a waste can			
The school has a waste can in the patio			
The patio waste can has a lid			
The school divides its waste into organic and inorganic			
The school uses its organic waste for fertilizer			

The school buries their inorganic waste	[redacted]		

Observations:

2. Kitchen and Food:

Situation in the School	Yes	No
Does the school have a kitchen to prepare meals?		
Does it have an improved stove?		
Does the kitchen have a table?		
Is the kitchen clean?		

Observations:

Thank you for your assistance!

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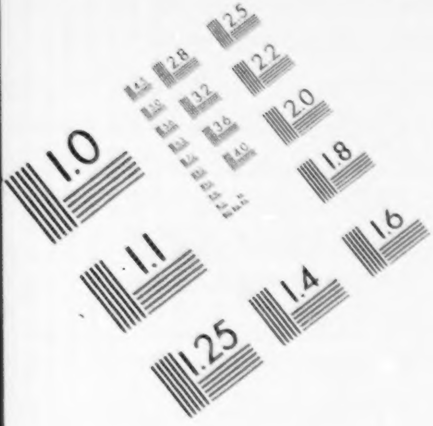
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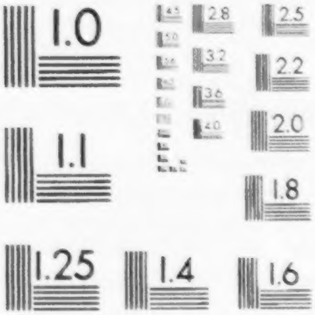
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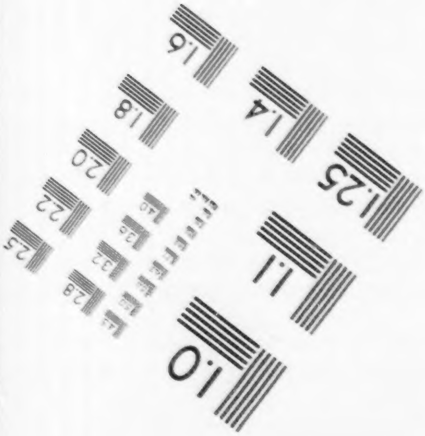
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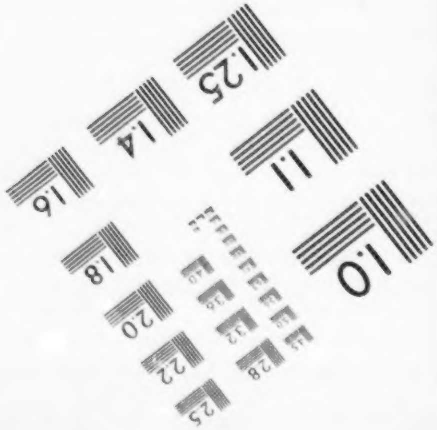
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H. Reviewing Past Volunteer Efforts as a Tool for Training and Project Review

Dominican Republic Water and Sanitation Project

Miguel Leon, APCD

Overview

This document describes an innovative approach to monitoring and evaluation developed in the Dominican Republic. During PST, Trainees, together with a second year Volunteer, spend 3-5 days in a community where previous Volunteers (e.g., 2-4 years before) were posted. The goals of the activity are to:

- Provide Trainees with a model of what they will be doing in the future.
- Allow Trainees and Volunteers to discuss first hand with other stakeholders strategies to improve the long term effectiveness and sustainability of project efforts.
- Provide a mechanism for long term monitoring and evaluation of project activities so that training and project strategies can be adjusted, as necessary, based on lessons learned over time.
- Provide an opportunity for follow-up, and additional assistance as needed, with communities and activities where Volunteers were involved in the past.

Description

This activity consists of the following steps:

- The APCD develops a map that shows the location of current Volunteers and previous generations of Volunteers. Reviewing this, the APCD identifies where current Volunteers are serving in communities that are relatively close to previous Volunteer sites.
- During the 12 month IST, the APCD asks if current Volunteers near old sites would be willing to help by bringing a Trainee to review a particular site and water system near them during the upcoming PST. As possible, usually the oldest site near each Volunteer is chosen. The APCD then informs the technical trainer and training staff which Volunteers are willing to help and with what sites.
- The training staff contact the communities in the old sites directly to see if it is alright for the Trainee and Volunteer to visit. Training staff also explain the purpose of the visit, what will be happening, and when the visit will take place. Housing may also be arranged (usually the Volunteer and Trainee stay with families who are members of the water committee).
- Once arrangements have been made, Trainees are paired with a second year Volunteer and visit the site for 3-5 days during PST (usually about week 6). During the visit, the Trainee and Volunteer survey the status of the project, meet with members of the water committee, and meet with some of the users.

  A questionnaire is provided and reviewed in PST before the trip as an instrument for data collection. The questionnaire includes questions on:

  a) the status of the system (are the aqueducts or pumps still operational - why or why not; how well);

  b) is the water committee still functioning (why or why not; how well);

  c) is the system reaching the planned number of beneficiaries (why or why not);

d) are quotas being collected (why or why not);

e) what were strategies that facilitated and/or hindered the effectiveness and sustainability of the project; and,

f) what were actions and strategies undertaken by the previous Volunteer that facilitated and/or hindered the effectiveness and sustainability of the project.

- At the end of the visit, the Trainee prepares a written report for the PST Technical Trainer and the Trainee and Volunteer give a verbal presentation to the water committee and interested community members. A key point is that an expectation on both sides (Peace Corps and communities) is made clear from the outset that there will be a response to any problems which arise. It depends on individual situations whether or not there is a need for further support and technical assistance beyond the visit. However, if there is a need for some further support, there is a commitment on the part of the Trainee and Volunteer to help.
- When the Trainees return to PST they present their reports and there is processing of the visits. This emphasizes reviewing lessons learned and implications for project and Volunteer effectiveness.
- Information from these visits is shared with the project advisory committee and adjustments are made to the project strategy (including training) as needed.

Implications

Although this activity was developed for Water/Sanitation projects, the general approach could also be used in other sectors. The advantage is that this is a simple way to look at the long term effectiveness and sustainability of project efforts while also providing hands-on training and project follow-up. For example:

- In the Education sector there might be a review of the extent to which curricular materials, teaching methodologies and resource centers are still being used.
- In Agriculture projects this activity might be used to review the continued use of new crops and farming techniques.
- In Business Development projects this might include reviewing improvements in sales, bookkeeping, marketing and profitability.
- In NGO Development this might include reviewing organizational size, mission, activities, business management, etc.
- In Environment projects this might include seeing if trees are still being planted and continue to grow or seeing if community gardens are still being tended, etc.
- In Health projects this might include reviewing changes in the incidence of disease and the degree to which basic health messages are being retained and used, etc.

In all these examples, any changes should not necessarily be attributed only to Volunteers and community partners. It is often possible, however, in talking with former counterparts and community members, to identify what was most/least effective regarding the actions and strategies of Volunteers. Also, it is possible to identify what it was about the activity as a whole that made it more or less likely to be effective and sustainable.

I. Analysis of Qualitative Data

Planning for the analysis of the information collected is often a forgotten step in creating an effective monitoring and evaluation system. We are all familiar with examples of surveys sitting in piles in a back office because of lack of time or personnel to properly analyze the data. Different types of data require different commitments of time and resources for analysis. Analysis of qualitative data generally requires more time than analysis of quantitative data, yet the yields can be quite "rich". Sometimes, the program manager will have to wait until significant time has passed to collect enough data to make an analysis worthwhile. In the case of the information that comes regularly such as the Volunteer Quarterly Reports, you may plan to do preliminary analysis on a quarterly basis. This saves the large time commitment required to do the analysis at the end of the year and provides the opportunity for timely feedback to the Volunteers. By sharing your analysis with the Volunteers you can support a process by which the Volunteers can share project success with their counterparts and community partners on a regular basis and provide perspective on the accuracy of your analysis.

As part of a participatory process for monitoring and evaluation, you will want to include stakeholders in qualitative data analysis. Most likely, this will happen no more than once or twice a year. Discussing the nature of the data you collect, whether it is quantitative or qualitative, will help make decisions about what type of resources (i.e., computer database, tally sheets, note cards) you will need for analysis. This should then lead to a discussion of who the appropriate individuals will be for doing the analysis. Stakeholders such as counterparts and community members are invaluable partners in providing the context and alternative interpretations of information.

In preparation for analysis, gather all the data collection forms together in one place. You may wish to remove forms that are incomplete or don't make sense. Keep track of what you remove and why they were removed. This may be useful for revising the form.

The first step is to organize the data. For open-ended questions (and other types of qualitative data such as observation notes or focus group responses), you will either 1) determine the range of answers according to predetermined categories or 2) identify the categories that appear most important or stand out from the whole set of data.

> **Predetermined categories** may be selected based on their importance to your project or because they are included directly in the question that generated the data. For example, the question, "Explain why you did or did not attend the training" suggests the categories of "attended" and "did not attend".
>
> **Emergent categories** are identified after reading through the data several times. For example, if you ask students, "What did you like about the lessons?" you may need to read through the complete set of answers for this question several times before categories such as "the topics covered" or "the way the class was taught" start to emerge.

Using a blank copy of the instrument, under each item, assign a code to each potential category. The code might be a phrase such as "Reasons related to school situation" or "Factors influencing timing of business activities". This will speed up the process of tallying responses. Keep that master copy of the codes for future analysis and to share with stakeholders when discussing the data.

The most common method of analysis for qualitative data is called content analysis. Content analysis creates a structure to organize open ended, free form information. You have already taken the first step by determining the main categories or themes in the data. After arranging all the information so that you can clearly see how each falls within a category, you will begin to see patterns within and between categories. As you look more carefully within categories, another layer of organization may emerge so that you have data that represent different aspects of each category. You can begin to reduce the amount of text in order to make it easier to complete the analysis. You can:

- Count the numbers of responses in each category and then record the number of type of response in each category
- Create composite responses that reflect the content of all the responses in each category. This can be used along with a count of responses
- For information that is lengthy or complex, you can write a short paragraph that describes the critical aspect of that response. Again, this can be used along with a count.

At this point you can bring in other partners to ensure that there is agreement about the identified categories of qualitative data. You may go through the process of identifying themes and patterns several times. You should put the results in perspective. For example, compare the actual results to the expected results or to outside standards. Look for items that both agree and disagree with your expectations. Sometimes the responses that are at either end of the range of responses have lessons for us. Keep in mind that the analysis should provide you with information to understand your project better. Working with your partners, review the data and discuss the possible meanings and lessons learned. You may want to do an initial analysis with some stakeholders, such as Volunteers and then take that analysis to the larger group for interpretation.

You will want to summarize the results of your analysis so that that they will be easy to read and use. Results can be summarized in a report form or simply recorded on a blank data collection instrument. It may also be helpful to maintain a record of the steps you took in the analysis so that it can be repeated or improved upon in the future.

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K. Monitoring and Evaluation-related Web sites

http://www.ids.ac.uk/eldis/eldis.html

http://www.ids.ac.uk/eldis/HOT/evaluate.htm

ELDIS, the Electronic Development and Environment Information System. Based at the Institute of Development Studies, ELDIS is a directory and gateway to development information resources with a focus on participatory M&E. It also has a first-rate *What's New* page that is updated daily and includes links to other sites.

http://www.mande.co.uk/news.htm

MandE News, provides information on M&E materials, people, events, and networks.

http://www.mapnp.org/library/evaluatn/fnl_eval.htm

Numerous short papers on a variety of monitoring and evaluation subjects.

http://www.unitedway.org/outcomes

United Way's Outcome Measurement Resource Network, US-based but useful guidance and tools including an online resource library.

http://www.interaction.org/evaluation/tips.html

Many organizations and agencies offer online connections to their tips and best practices in evaluation. This site includes some of these resources along with evaluation related publications and education and training courses.

http://www.ids.ac.uk/ids/particip/research/pme/pm&e%20lat%20am.pdf

This link goes to a paper entitled *Participatory Monitoring and Evaluation in Latin America: Overview of the Literature with Annotated Bibliography*. You will need Acrobat to open the file.

Acronyms

AA	Assignment Area
AF	Africa Region
AID	Agency for International Development
ALO	Administrative Liaison Officer
AO	Administrative Officer
AOT	Administrative Officers Training
APCD	Associate Peace Corps Director
APCMO	Area Peace Corps Medical Officer
AWOL	Absence Without Leave
BIT	Budget Implementation Team
CAO	Chief Administrative Officer
CBT	Community-Based Training or Computer-Based Training
CCBI	Community Content Based Instruction
CD	Country Director Or Community Development
CDA	Country Desk Assistant
CDO	Country Desk Officer
CDU	Country Desk Unit
CHOPS	Chief of Operations
COLA	Cost of Living Adjustment
COS	Close (or Continuation) of Service
COTR	Contracting Officer's Technical Representative
DOS	Department of State or Description of Service
EEO	Equal Employment Opportunity
EMA	Europe, the Mediterranean, and Asia
ET	Early Termination
FAD	Field Assistance Division
FSN	Foreign Service National
FTE	Full Time Employee
GAO	General Accounting Office
GO_	Government Of ______
GPO	Government Printing Office
GSO	General Service Office
GTR	Government Travel Rates
HCA	Host Country Agency
HCN	Host Country National
HOR	Home of Record
HQ	Headquarters
HRM	Human Resource Management
IAP	Inter-America and the Pacific Region
ICE	Information Collection and Exchange
IFO	International Financial Operation
IG	Inspector General
IP	Individual Placement

IPBS	Integrated Planning and Budget System
IRM	Information Resources Management
IST	In Service Training
KAR	Key Agency Resources
LCP	Local Compensation Plan
LQA	Living Quarters Allowance
LWOP	Leave Without Pay
M&IE	Meals and Incidental Expenses
MED SEP	Medical Separation
MOA/U	Memorandum of Agreement/Understanding
MOU	Memorandum of Understanding
MS	Manual Section or Medical Services
MSI	Meritorious Step Increase
NGO	Non-Governmental Organization
OF-XXX	Optional Form number XXX (as in OF-206)
OJT	On the Job Training
OMB	Office of Management and Budget
OPM	Office of Personnel Management
OPMAN	Operations Manual
OSD	Overseas Staff Development
OST	Overseas Staff Training
P&T	Programming and Training
PASA	Participating Agency Support Agreement
PDM	Project Design and Management
PBR	Periodic Budget Review
PC/W	Peace Corps Washington
PCMO	Peace Corps Medical Officer
PCMS	Peace Corps Manual Section
PCT	Peace Corps Trainee
PCV	Peace Corps Volunteer
PCVC	Peace Corps Volunteer Coordinator
PDO	Pre-Departure Orientation
PLU	Program Learning Unit
PO	Personnel Officer or Programming Officer
PO	Purchase Order
POV	Privately Owned Vehicle
PPA	Planning And Policy Analysis
PR	Procurement Request
PSC	Personal Services Contractor
PSD	Program Support and Development
PSR	Project Status Report
PST	Pre-Service Training
PTA	Programming and Training Advisor
PTLO	Programming and Training Liaison Officer
PTO	Programming and Training Officer

PTQ	Pre-Training Questionnaire
PVO	Private Volunteer Organization
QBR	Quarterly Budget Review
QTRS	Quarterly Trainee Request System
RA	Readjustment Allowance
RAU	Regional Assistance Unit
RD	Regional Director
RDD	Resource Development Division
RFP	Request For Proposal
RPCV	Returned Peace Corps Volunteer
RPSO	Regional Procurement Supplies Office
RSO	Regional Security Officer
SAV	Special Assignment Volunteer
SBD	Small Business Development
SCD	Service Computation Date
SED	Small Enterprise Development
SF-XXX	Standard Form Number XXX (as in SF-171)
SOW	Statement of Work
SPA	Small Project Assistance
SRPTC	Sub-Regional Programming & Training Coordinator
SSN	Social Security Number
STAU	Short Term Assistance Unit
TA	Task Analysis, Technical Assistance, or Travel Authorization
TCC	Temporary Continuation of Coverage
TCN	Third Country National
TCT	Third Country Training
TDY	Temporary Duty
TI	Trainee Input
TO	Training Officer or Travel Orders
TOT	Training of Trainers
TR	Trainee Requests
TSDU	Training and Staff Development Unit
TSP	Thrift Savings Plan
TSR	Training Status Report
UFR	Unfunded Request
USC	United States Code
UTR	Unfunded Trainee Request
USDO	U.S. Disbursing Office(r)
VAD	Volunteer Assignment Description
VRS	Volunteer Recruitment and Selection
VS	Volunteer Support
WID	Women in Development
WHO	World Health Organization

Glossary

Assignment Area (AA)	Description of the training, qualifications, and experience required for a specific Volunteer assignment. Also indicates a generic job title and code number for a Volunteer assignment.
Baseline Data	Data that describe the situation to be addressed by a project and serve as the starting point for measuring the performance of that project.
Benchmarks:	Activities or decision points that are critical to the achievement of objectives. Benchmarks should have time frames to help track progress towards meeting objectives.
Close of Service Conference	A planned event that marks the end of a Volunteer's service. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
Community Members	The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income - quality of life indicators, etc.
Community Partners	The individuals with whom Volunteers work in community settings, sometimes referred to as counterparts or service providers.
Competency	A particular skill, knowledge, attitude, or behavior required to perform a given task
Country Agreement	A legally binding document developed by the Peace Corps and the overseeing host-country governmental body responsible for overseeing Peace Corps activities. This document specifies Peace Corps program goals and activities.
Description of Work	Document that defines the goals of training and provides the following: general guidelines for trainer responsibilities, expected trainee competencies, number of instruction hours, course content, host-country officials to be used as resources for training, and country-specific requirements particular to the training.
Development Cooperation Agencies	Organizations involved in development efforts in the host country. These include large NGOs (CARE), bilateral organizations (USAID from the U.S. or DANIDA from Denmark), or multilateral organizations (UNICEF). These may or may not be stakeholders who have some involvement in a Peace Corps project. However, it is helpful to be aware of the activities of these agencies to better understand the development context in the host country and the most appropriate role for the Peace Corps.
Evaluation	Part of assessment, done at a particular point in time, such as in the middle or at the end of a project. It usually answers the questions: Did we do what we said we were going to do? and What are the results of our efforts?
Focus group	Data collection technique where a group of selected participants are guided in a discussion on a specific topic.

Host-country Agency Partners	Host-country government ministries and/or local non-governmental agencies (NGOs) that are co-designing, implementing, and assessing a project with Peace Corps. There may be one or more agency partners involved in a project in some role.
Indicator	A marker or characteristic that represents the achievement of an objective. Indicators need to be relevant to the situation, specific, measurable, and feasible.
In-Service Training	Training activities that take place in the Volunteer's assigned country during the period of service and meet a Volunteer's ongoing training needs: technical, linguistic, cross-cultural, health, and personal safety.
Integrated Planning and Budget System (IPBS)	An annual process that describes a Peace Corps post's program strategies and goals, including proposed new projects, a description of the year's programming and training events, and budget for the country program.
Interview	A data gathering technique in which a set of questions (structured or unstructured) are asked of an individual or a group of individuals.
Learning Objective	Learning Objectives describe what the trainee will be able to do as a result of training. Most learning objectives are made up of three parts: 1. Performance, the measurable or observable knowledge, attitude, skill or behavior the trainee learns, 2. The condition under which the learned knowledge, attitude, skill or behavior is observed, and 3. The standard of performance, or how well the trainee demonstrates the new knowledge, attitude, skill or behavior.
Memo of Understanding	When referring to programming, an MOU is a document that defines the terms of agreement between Peace Corps and a host-country agency regarding a collaborative project. The MOU, also called "Project Agreement", contains or refers to the project plan and defines the responsibilities of the Volunteers, Peace Corps staff, and the HCA.
Monitoring	Part of an ongoing assessment that answers the question: How are we doing? It provides information on the day-to-day functioning of the project.
Observation	A systematic data collection technique for watching people or events and recording what is seen.
Outcomes	The changes in project participants resulting from project activities. Outcomes may relate to changes in knowledge, skills, attitudes, values, behavior, conditions, or status.
Participatory Evaluation	Participatory evaluation involves project stakeholders in the different phases of an evaluation effort including planning and design, collecting and analyzing the data, and disseminating and using the results.
Program	Refers to all Volunteer activities within one country. For example, the entire Peace Corps operation in Ecuador is referred to as the Peace Corps program in Ecuador.

Project	All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. For example, under the Health sector in Mali, there are two projects – one Water/Sanitation Project and one Maternal and Child Health project.
Project Agreement	A document which, although not legally binding, serves as a contract between the Peace Corps and host-country agency, clearly defining the purpose, goals, objectives and details of a project, as well as the responsibilities of each party. Also known as an Memo of Understanding (MOU) in some countries.
Project Agreement	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria and host-country needs. The project plan is often incorporated into a project agreement or MOU that is jointly signed.
Project Criteria	Peace Corps priorities reflecting philosophy, needs, and resource availability that should be incorporated into each project. While each criterion need not be met in every project, each must be addressed.
Project Goal	A project goal statement should answer the question: What condition needs to occur to achieve the project's purpose?
Project Objective	Project objectives describe what activities will take place and the desired change that will occur because of those activities. Project objectives answer two questions: What major activities will Volunteers and their community partners do? and What knowledge, skills, attitudes, or behaviors, are expected to change because of these activities? Project objectives should be measurable and time bound.
Project Participants	All of those involved, in one way or another, in the promotion, design, organization, implementation, evaluation and/or documentation of a project, to include community members, host-country agency partners, community partners, coworkers, and supervisors.
Project Plan	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria, host-country priorities and community needs and resources, and consists of project background, project description including the project framework (project purpose, goals and objectives), monitoring and evaluation plan, and project management. The project plan is often incorporated into a project agreement or memo of understanding that is jointly signed.
Project Purpose	A project purpose statement that answers the question: What is the broad desired improvement in people's lives that will result from this project? The statement should be brief and visionary and explain why the project is being implemented.
Qualitative data	Pieces of information in the form of words, usually quotes and a description that answers questions about "why" and "how."
Quantitative data	Pieces of information in the form of numbers that answers questions about "what" and "how many."

Quarterly Trainee Request System	A process by which posts, four times a year, project the numbers and types of Volunteers needed for the country projects.
Questionnaire	A written document consisting of questions that individuals are asked to complete, either by themselves or with the data collector.
Sector	Refers to all activities related within one content area. Peace Corps activities are usually classified according to the following sectors: Agriculture, Business Development, Education, Environment, Health, and Youth Development.
Stakeholder	Individuals or groups of individuals who either affect or are effected by a project. In a Peace Corps project, this typically includes Volunteers, community partners, community members, supervisors, host-country agency partners, programming and other post staff, and Peace Corps headquarters staff.
Statement of Work (SOW)	Part of the contractual document that outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is included in the Request for Proposal (RFP) provided to contractors who wish to bid for a training program or other Peace Corps contract.
Supervisor	A person within a government agency or non-governmental organization (NGO) in charge of a particular department or unit to which Volunteers are assigned.
Task Analysis	An examination of project objectives to determine the discrete activities that a Volunteer must be trained to perform in order to accomplish the objective.
Task, Project	Activities that Volunteers perform to meet the project's goals and objectives.
Training Goal	A training goal describes the broad desired results of a training event.
Training of Trainers (TOT)	A program to prepare training staff for their duties. The TOT is attended by the Training Manager, coordinators, language instructors and other instructors, and support staff as determined by the Training Manager.
Volunteer Assignment	A set of responsibilities to be undertaken by one or more Volunteers working on a project. For example, the Health project in Ecuador has two Volunteer assignments: 1) an assignment which includes activities requiring the skill of a person with a degree in health, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health.
Volunteer Assignment Description (VAD)	The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for a given Peace Corps Volunteer assignment. It is used by placement officers to select and place future Volunteers, and to inform those invited to become Volunteers about the assignment they are being offered.

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